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AUTHOR Lucas, John A.; Meltesen, Cal
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ABSTRACT

In 1989, a follow-up study was conducted at William Rainey Harper College (WRHC) of alumni and dropouts 6 to 7 years after they had left WRHC. The study sought to provide a general assessment of the long-term impact of WRHC on its students. The target population was composed of all 1981 and 1983 transfer alumni, all 1982 career alumni, and a sample of dropouts from the 1981 school year. Alumni were defined as students who had accumulated 48 or more hours before leaving WRHC, while dropouts were defined as those who left WRHC before accumulating 48 hours. From the target population of 2,645 students, 746 responses were obtained for a 28% response rate. Study findings included the following: (1) 31% of the 1982 career alumni were employed in medical fields, a 10.5% increase over the 1977-78 cohort studied previously; (2) unemployment was very low for all groups, averaging 1.2% or lower; (3) 77% of the transfer alumni, 73% of the career alumni, and 15% of the dropouts eventually attained an associate degree at Harper; (4) stopouts maintained high-level jobs and earned an average annual salary of $32,300; (5) since leaving WRHC, 80% of the transfer alumni, 50% of the career alumni, and 10% of the dropouts had attended another college; (6) transfer alumni were successful in transferring 91% of their courses to four-year institutions; and (7) in ratings of help received at WRHC, managerial skills received the lowest ratings, while increased self-confidence was rated highest by all groups. Data tables, sample narrative responses, and the survey instrument and cover letter are included. (JMC)

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Office of Planning and Research

William Rainey Harper College

SIX-YEAR FOLLOW-UP STUDY OF 1981-1983 TRANSFER ALUMNI, CAREER ALUMNI AND STOPOUTS

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Dr. John A. Lucas, Director
Office of Planning and Research

Cal Meltesen, Research Analyst
Office of Planning and Research

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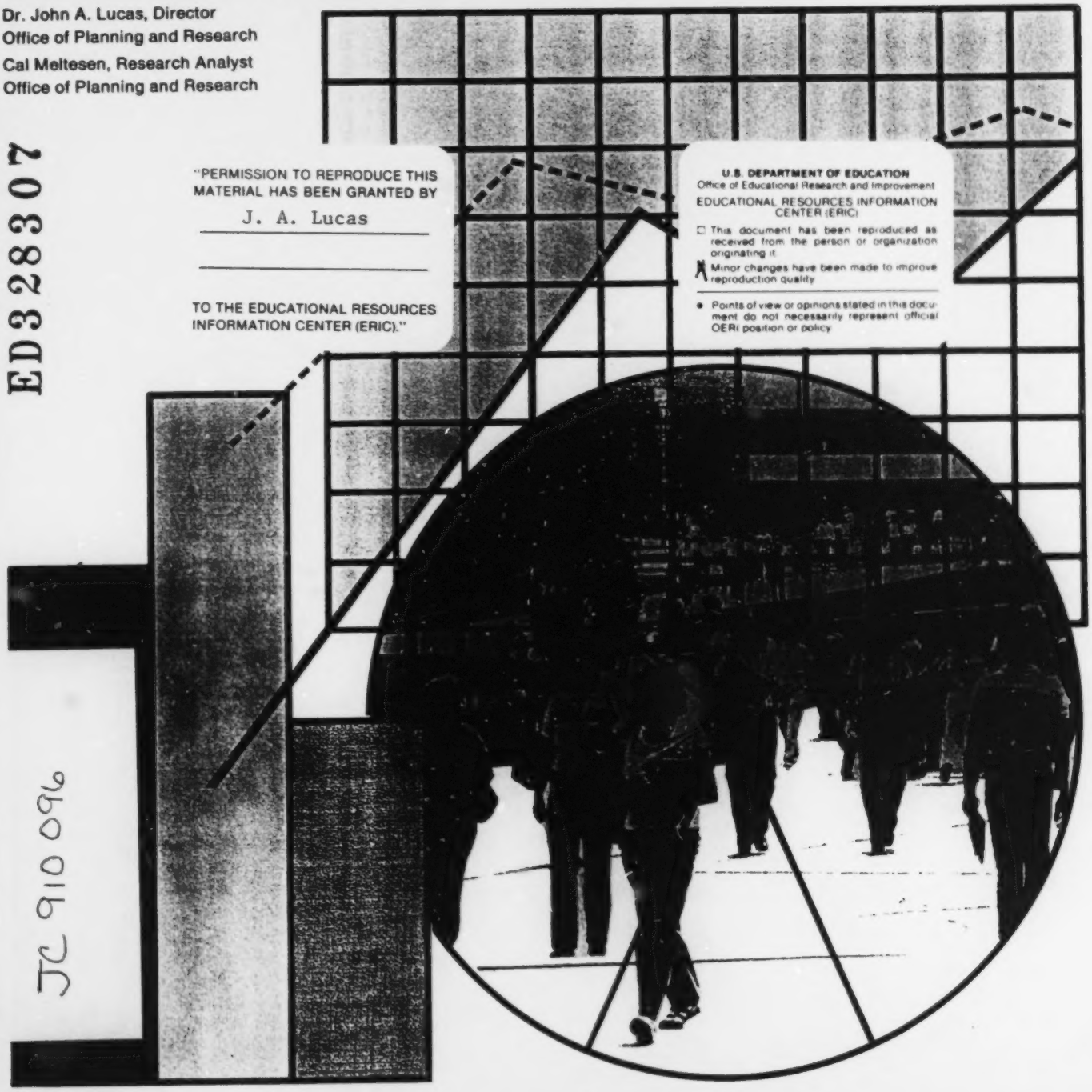

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP THE 1981 SCHOOL YEAR STOPOUTS AND ALUMNI SIX TO SEVEN YEARS AFTER THEY HAD LEFT HARPER IN ORDER TO ASSESS THE LONG-TERM IMPACT HARPER MAKES ON ITS STUDENTS. ALUMNI WERE ALL STUDENTS WHO ACCUMULATED 48 OR MORE HOURS DURING THE 1981 SCHOOL YEAR THROUGH 1983 SCHOOL YEARS WHILE STOPOUTS WERE STUDENTS WHO LEFT HARPER DURING THE 1981 SCHOOL YEAR BEFORE ACCUMULATING 48 HOURS. A SURVEY INSTRUMENT WAS MAILED TO THESE FORMER STUDENTS IN JANUARY OF 1989, FOLLOWED BY A SECOND MAILING AND TELEPHONE CALLS. AS A RESULT OF THIS EFFORT A 28 PERCENT RETURN RATE WAS ACHIEVED.

RESULTS OF THE STUDY SHOWED A RESURGENCE IN THE NUMBER OF CAREER ALUMNI EMPLOYED IN MEDICAL FIELDS. THE MEDICAL EMPLOYMENT CORRELATES WITH THE INCREASE IN THOSE WHO MAJORED IN MEDICAL COURSES, NURSING IN PARTICULAR. UNEMPLOYMENT IS VERY LOW FOR ALL GROUPS SURVEYED, LESS THAN 1.2 PERCENT. DUE TO THE NATURE OF THE TYPE OF STUDENTS WHO ARE STOPOUTS, THEY ARE CURRENTLY MAINTAINING HIGH LEVEL JOBS AND EARN AN ANNUAL SALARY OF $32,300. THE ALUMNI ARE CURRENTLY WORKING IN POSITIONS THAT ARE AT A SOMEWHAT LOWER LEVEL THAN THE STOPOUTS AND ARE EARNING A LOWER SALARY. HOWEVER, THEIR EMPLOYMENT IS NORMALLY AT THE PROFESSIONAL LEVEL. NOT SURPRISINGLY, THE CAREER ALUMNI REPORT HARPER BETTER PREPARED THEM FOR THEIR JOBS THAN THE TRANSFER OR STOPOUTS. TWO OUT OF EVERY THREE CAREER ALUMNI ARE CURRENTLY IN CLOSELY RELATED FIELDS EITHER IN COLLEGE OR ON THE JOB. SLIGHTLY OVER 50 PERCENT OF THE TRANSFER ALUMNI AND STOPOUTS ARE CURRENTLY IN THEIR RELATED FIELDS SINCE LEAVING HARPER.

IN THE SIX OR SEVEN YEARS SINCE LEAVING HARPER, 80 PERCENT OF THE TRANSFER ALUMNI, 50 PERCENT OF THE CAREER ALUMNI AND 10 PERCENT OF THE STOPOUTS HAVE ATTENDED ANOTHER COLLEGE. THE TRANSFER ALUMNI ARE MORE LIKELY THAN THE OTHER TWO GROUPS TO ATTAIN A BACHELOR'S DEGREE OR BETTER. IN ADDITION, THOSE WHO HAVE ATTENDED ANOTHER COLLEGE ATTAINED A HIGHER GPA THAN THEY ATTAINED WHILE ATTENDING HARPER. THE TRANSFER ALUMNI REPORT THAT 91 PERCENT OF THEIR COURSES TRANSFERRED TO THE NEW SCHOOL. NORTHERN ILLINOIS UNIVERSITY CONTINUES TO BE THE MOST ATTENDED TRANSFER SCHOOL OUT OF THE 99 DIFFERENT INSTITUTIONS ATTENDED.

MANAGERIAL SKILLS CONTINUE TO BE THE AREA WHERE ALL THREE GROUPS SAY THEY RECEIVED THE LEAST HELP FROM HARPER. YET, MOST OF THESE SAME STUDENTS ARE CURRENTLY SUPERVISING OTHERS. THE MOST HELPFUL EXPERIENCE ACQUIRED BY THE STUDENTS WHILE ATTENDING HARPER WAS SELF-CONFIDENCE. THOSE WHO EXPRESSED THIS POINT OF VIEW WERE REPRESENTED BY ALL AGE GROUPS, THE YOUNGER ONES GAINING SELF-CONFIDENCE IN THEIR ACADEMIC CAPABILITIES AND THE OLDER ONES GAINING SELF-CONFIDENCE BY RETURNING TO THE ACADEMIC WORLD.

FORMER STUDENTS WISHED THEY TOOK MORE BUSINESS RELATED COURSES. IN THE DATA PROCESSING AREA THEY ARE SEEKING ASSISTANCE IN USING THE PERSONAL COMPUTER AND SOFTWARE AND IN APPLYING THE SOFTWARE TO MAKE APPLICATIONS FOR THEIR OWN SPECIFIC NEEDS, E.G., ACCOUNTING, ENGINEERING, ETC. FINALLY, THEY ARE WILLING AND ABLE TO HELP HARPER IN A NUMBER OF WAYS.

TABLE OF CONTENTS

		Page
I.	Purpose	1
II.	Population Surveyed	1
III.	Methodology	1
IV.	Discussion of Results	1-4
V.	Major Conclusions	4-5
VI.	Detailed Results	
	A. Major fields of Career Alumni	6
	B. Major fields of Transfer Alumni	7
	C. Major fields of Stopouts	8
	D. Current status of Career Alumni, Transfer Alumni and Stopouts	9
	E. Education goals of Career Alumni, Transfer Alumni and Stopouts	10
	F. Change in status since leaving Harper College	10
	G. Status of continued education	11
	H. Graduation from Harper status	11
	I. Reasons for not receiving a degree	12
	J. Classification of present employment	13
	K. Level of employment	13
	L. Relatedness of job to major field at Harper	14
	M. Geographic location of employment	15
	N. Out-of-State locations	15
	O. Salaries of employed alumni	16
	P. Extent to which alumni supervise the work of other people	16
	Q. Degree to which Harper prepared alumni for their jobs	17
	R. College or university of present or past enrollment since leaving Harper	18-21
	S. Relatedness of present major to major while at Harper	21
	T. Major field at present college	22
	U. Extent to which credits transferred to new college	22
	V. Grade performance at new college	23
	W. Grade performance while at Harper	23
	X. Cost of present college	23
	Y. Evaluation of various aspects of Harper College by Alumni	24
	Z. Comparison of Harper College with new college	25
	AA. Courses by rank order of their net benefit to the alumni	26
	BB. Six-year comparison of ratings of courses	27-28
	CC. Experiences at Harper which have proved to be most helpful	28-29
	DD. Ways in which Harper College can be of help to former students	30-31
	EE. Ways in which former students could be of help to Harper College	31-32
	FF. Courses not taken at Harper but which would have been helpful now	32-34
	GG. Most beneficial experiences at Harper by former students	34-38
	HH. Specific services desired in LRC by alumni	38
	II. Specific services desired in other facilities	38
	JJ. Specific facilities desired in Building M	38-39
	KK. Other general comments about Harper College	39-42
VII.	Appendix -- Survey Instrument with Cover Letter	

PURPOSE

The purpose of this study was to follow up stopouts (left with less than 48 hours) and alumni (48 hours or more) six to seven years after they had left Harper in order to provide a general assessment of the long-term impact Harper makes on its students. A secondary purpose was to provide answers to many general questions about what happens to former Harper students in the long run. A third goal was to identify resources that might be available from the alumni. This is one of a number of institution-wide studies done on a periodic basis.

POPULATION SURVEYED

The population targeted was composed of all transfer alumni (students who accumulated 48 hours or more in a baccalaureate oriented field) from the 1981 and 1983 school years and all career alumni from the 1982 school year. In addition, a sample of stopouts (degree credit students who left before accumulating 48 hours) from the 1981 school year were included. After the original mailing of the survey and appropriate follow-up procedures, the following survey rate was obtained from the target population.

	1982 Career Alumni		1981 & 1983 Transfer Alumni		1981 Stopouts		All Groups	
	N	PCT	N	PCT	N	PCT	N	PCT
Mail Responses	89	14.2	231	14.3	33	8.3	353	13.3
Telephone Responses	103	16.5	237	14.6	53	13.3	393	14.9
Total Responses	192	30.7	468	28.9	86	21.6	746	28.2
Non-Forwardables	134	21.4	308	19.0	109	27.3	551	20.8
Not Reached by Phone	295	47.1	822	50.7	191	47.9	1308	49.5
Refused to answer	4	0.6	20	1.2	12	3.0	36	1.4
Deceased	1	0.2	2	0.1	1	0.3	4	0.2
Total Non-Responses	434	69.3	1152	71.1	313	78.4	1899	71.8
Total Target Population	626	100.0	1620	100.0	399	100.0	1265	100.0

Therefore, a 28 percent response rate was obtained on the target population who had left Harper six to seven years previously. Under these circumstances, this is about as high a response rate as reasonably can be expected. Very few of the non-responses were refusals. Instead, almost all non-responses were due to inability to locate these students. If there is any bias in the data because of low response rate, it would probably be that a high proportion of the non-respondents live out of the area now.

METHODOLOGY

The survey instrument shown in the appendix was developed by the Office of Planning and Institutional Research and was mailed to the target population. Some time later, a second survey instrument was mailed to all those not responding. Still later, those not responding were surveyed by telephone. This survey period for mailing and telephoning extended from January to July 1989. In addition to survey results, GPA data at Harper was gathered on all of the students in the target population. Results in this study were compared to past long-term follow-up studies of alumni.

DISCUSSION OF RESULTS

The most prevalent field of employment of our 1982 career alumni was in the medical field. In contrast to the 1977-78 career alumni, the percentage working in the medical

DISCUSSION OF RESULTS (continued)

field jumped from 20.5 percent to 31 percent. The 1982 career alumni broke the trend toward the decline of career alumni working in medical related jobs. Also, those who majored in the medical programs, nursing in particular, increased from 24 percent, the 1977-78 career alumni, to 37 percent. Therefore, the corresponding increase in employment in this area is not surprising. The U.S. Bureau of Labor Statistics predicts jobs relating to medical fields will be the fastest growing jobs until the next century. The increasing demand for health care professionals and support staffs will cater to an aging population. Consequently, the reversal of the trend of declining medical fields of former students will undoubtedly continue. Similar to prior studies of transfer alumni, 50 percent of the 1981-1983 alumni majored in business or liberal arts related fields. Most of the transfer alumni are currently employed, 22 percent in the business or finance areas. Another 30 percent are working in jobs relating to sales, computers and engineering. Among the stopouts, 15 percent were business majors, 12 percent majored in data processing, and 11 percent in liberal arts. At this time 23 percent of the stopouts are working in the business/finance areas, while another 20 percent are in the trades or office/clerical fields.

Each of the groups had a different profile as to attaining their associate degree status at Harper. Some 77 percent of career alumni, 73 percent of the transfer alumni and 15 percent of the stopouts eventually attained an associate degree at Harper.

The current full-time employment rate for transfer alumni is 83 percent, stopouts 78 percent and career alumni 73 percent. The career alumni percentage of full-time employment is lower than that reported by the 1978 class which was at 78.6 percent, the highest reported. Again, unemployment is very low for all groups (0.5% for career alumni, 1.1 % for transfer alumni and 1.2% for stopouts). All groups reflect a lower percentage of unemployment than the prior classes reported; in fact, the combined group reflects a 50 percent decrease in those unemployed. Some 66 percent of the career alumni have remained in a field closely related to their major at Harper while 55 percent of the transfer alumni and 53 percent of the stopouts remain in fields closely related to their Harper major. Although it is common for the career alumni to remain in a closely related field, normally the transfer and stopouts run under 40 percent.

Close to one out of every four alumni students are currently enrolled in college, whereas only 7 percent of the stopouts are enrolled in school. Another 12-14 percent are planning to attend college in the coming year. When looking at college work these students have achieved in the six or seven years since leaving Harper, we find close to 80 percent of the transfer alumni actually transferred to another college. One of every two career alumni transferred to another school and approximately four out of every ten stopouts transferred to another school. We find that 60 percent of the transfer alumni students achieved at least a bachelor's degree, compared to 20 to 28 percent of the career and stopout students respectively. The above statistics echo our last study of these types of former students.

In contrast to prior studies the stopouts are occupying higher job positions (between experienced professional and beginning) and are earning an average annual salary of $32,300. The alumni are occupying job positions similar to prior years and are earning an average salary of $27,800. Although their average salary has increased by 10 percent, the stopouts' salary reflected an increase of 35 percent. The salary increase reported by the stopouts is partially explained by the fact two out of every three are working in experienced professional job positions or higher in contrast to the 20 percent reported by the 1976-1978 stopouts. The 1981-1983 alumni reported slightly over 50 percent working in those types of jobs. The stopouts represent a different type of student than the alumni in that they are often experienced workers in the workforce and attend classes periodically to improve themselves in their current workplace. As one would expect, the transfer alumni and stopouts tend to work further away from Harper; less than 50 percent work in the district while more than 70 percent of the career alumni work in the district or nearby suburbs.

DISCUSSION OF RESULTS (continued)

The 1982 career alumni express themselves as being better prepared for their jobs than the other two groups. This is not surprising since that is the purpose of career programs. All three groups of former students considered six growth areas - specific job knowledge, technical job skills, communication skills, maturity, managerial skills, and job search skills. They rated these growth areas as to whether Harper helped them considerably, Harper helped them somewhat, or Harper did not help at all. Career alumni rated all growth areas except maturity and job search skills substantially above the "Harper helped somewhat" level. Both the maturity and job search skills were rated close to the "Harper helped somewhat" level. Among the transfer alumni, communication and maturity growth were rated substantially above the "Harper helped somewhat" level. It must be noted that specific job knowledge and skills were not so relevant for transfer alumni. For stopouts, who were at Harper for a shorter length of time, all growth areas were rated either at the "Harper helped me somewhat" level or lower. All these groups did not rate managerial skills highly, yet over half of them currently supervise people and those that supervise are responsible for close to five people each. The lowest level skill rated for each of the three groups was job search skills.

Among the three groups of former students who did transfer in the 6-7 years since leaving Harper, 18 percent transferred to Northern Illinois University. Another 5-10 percent transferred to each of the following institutions -- Roosevelt, University of Illinois/Circle, Illinois State and Northeastern Illinois. Still another 15 percent transferred to out-of-state institutions. Overall, these former students attended 99 different schools.

The baccalaureate oriented alumni report that 91 percent of their Harper credits transferred successfully while the stopouts and career alumni reported about 80 percent of their courses successfully transferred. These alumni achieved a cumulative GPA of 3.21 at their new college having averaged only 3.03 at Harper. They also reported the mean annual cost of their new college was about $4,780 per year.

All three groups were asked to evaluate the effectiveness of various aspects of the College when they attended Harper in the early '80s. The aspects rated highest by the transfer alumni were the teaching faculty, course selection, tutoring, disabled student services and hearing impaired services -- all slightly better than very good. The stopouts rated the teaching faculty slightly better than very good, whereas, the career alumni did not rate any aspect of Harper as being better than very good. However, it should be noted that all three groups, including the career alumni, rated most aspects of Harper as very good. On the negative side, all three groups rated personal and career counseling the worst - rated closer to average than to very good. When asked to compare Harper with their new college these former students rated Records and Registration, Admissions and the Food Service better than their new school. Other than those three aspects, the stopouts often rated the various aspects of Harper differently than the alumni. In contrast to the stopouts, the alumni also included Tutoring, Health Services, Disabled Student Services, teaching faculty, Veteran's Aid, Women's Program, remedial/development courses and the Hearing Impaired Services higher at Harper than the new college. Many of these areas were considered better at the new school by the stopouts. Again, part of the explanation for the different assessment by the stopouts is due to the short duration of time these students spent at Harper. The alumni rated the student development programs, career exploration with counselors, laboratories, learning atmosphere, course selection, student activities, the Learning Resources Center, Placement/Job Services and human potential courses about the same as at the new school. The personal counseling with counselors, financial aid, other students, intramurals and intercollegiate athletics were all rated by the alumni higher at the new school.

The alumni and the stopouts were asked to rate how beneficial the various courses

DISCUSSION OF RESULTS (continued)

were to them while at Harper. The alumni rated speech, management, clerical, nursing English, college survival skills and marketing courses as the most beneficial. Just as the 1976-1978 alumni reported, there were twice as many course areas considered most beneficial compared to least beneficial. The alumni had rated these same courses six years previously after being away from Harper for only one year. In eight cases, courses grew in benefit over time while in 13 cases course areas declined in benefit. In all other cases the benefit value of the courses remained unchanged. Courses that grew in benefit over time were secretarial science, data processing, English, mechanical engineering technology, marketing, human potential seminars and education. Common courses that both the 1976-1978 and the 1981-1983 alumni rated beneficial were secretarial science, data processing, English and mechanical engineering technology. The only common course which declined in benefit between the 1976-1978 classes and the 1981-1983 classes was biology.

When respondents were asked to identify courses they wish they had taken at Harper, the most prevalent areas focused on were business and its related fields. Also identified were courses that are in the data processing area. A growing interest is personal computing, in both general and specific use of in their field of interest, such as accounting, engineering, school work, etc. Therefore, in addition to learning how to use various software, former students are seeking direction on how to be able to apply the software to their particular needs. Other courses of interest focus on art and nursing/health areas.

When the three groups were asked which experiences at Harper have proved to be most helpful, the most common response by all three groups surveyed was the gain of self-confidence. All age groups expressed this point of view, the young student gaining self-confidence in their academic capabilities and the older students gaining self-confidence by returning to the academic world. The next area most mentioned by the alumni was the preparation provided to allow them to transfer. In addition, frequently mentioned was the helpfulness and quality of the faculty. In striking contrast to the responses made by the 1977-78 alumni, where classroom experiences rated highly, the 1981-1983 group did not rate this area as high. In addition, the 1981-1983 group cited more "learned how to" experiences as beneficial than the earlier group.

Lastly, the former students listed ways in which Harper can continue to help them and ways in which they would be willing to help Harper. Responses indicated Harper could help them most by including them on mailing lists, in particular, cultural arts mailings. They would like access to some of Harper's facilities. Most of the responses centered on the use of Building M where the most desired use is the pool. The number one way the former students are willing to help Harper is to serve as examples of career success for use by the College in advertising and promotion campaigns. In addition, they are willing to talk to students about their careers, make presentations, and to serve on advisory committees.

MAJOR CONCLUSIONS

There was a resurgence in the number of career alumni employed in medical fields. The medical employment correlates with the increase in those who majored in medical courses, nurses in particular. Unemployment is very low for all groups (career, transfer and stopouts) at 1.2 percent or lower. Due to the nature of the type of students that are stopouts, they are currently maintaining high level jobs and earn an annual salary of $32,300. The alumni are currently working in positions that are at a somewhat lower level than the stopouts and are earning a lower salary. However, their employment is normally at the professional level. Not surprisingly, the career alumni report Harper better prepared them for their jobs than the transfer or stopouts. Two out of every

MAJOR CONCLUSIONS (continued)

three career alumni are currently in closely related fields either in college or on the job. Slightly over 50 percent of the transfer alumni and stopouts are currently in their related fields since leaving Harper.

In the six or seven years since leaving Harper, 80 percent of the transfer alumni, 50 percent of the career alumni and 10 percent of the stopouts have attended another college. Moreover, 60 percent of the transfer alumni have achieved at least a bachelor's degree while 20-28 percent of the career alumni and stopouts achieved at least a bachelor's degree respectively. In addition, those who have attended another college have attained a GPA of 3.21 and the baccalaureate oriented alumni were successful in transferring 91 percent of their courses. Northern Illinois University continues to be the most attended school out of the 99 different institutions attended.

As found in earlier studies, managerial skills continue to be the area where all three former student groups say they received the least help from Harper. Yet, most of these same students are currently supervising other workers. When asked what the most helpful experiences were while at Harper all three groups cited the gain of self-confidence. Those that expressed this point of view were represented by all age groups, the younger ones gaining self-confidence in their academic abilities and the older ones gaining self-confidence by returning to academic study to assist them in in entering the working environment. Former students wished they took more business related courses. In the data processing area they are seeking assistance in using the personal computer and software and in applying the software to their own specific needs, e.g., accounting, engineering, etc. Finally, they were willing and able to help Harper in a number of ways.

SURVEY RESULTS OF LONG TERM FOLLOW-UP OF CAREER ALUMNI

Major Fields of Career Alumni	1975 Class N	1975 Class PCT	1978 Class N	1978 Class PCT	1982 Class N	1982 Class PCT
Nursing	65.5	24.8	29	12.6	43	25.5
Data Processing	8	3.0	19	8.3	12.5	6.7
Dental Hygiene	16	6.1	13	5.7	8	4.3
Secretarial Science	14.5	5.5	8.5	3.7	7.3	3.9
Interior Design	11	4.2	16	7.0	7	3.7
Child Care	8	3.0	7.5	3.3	6.8	3.7
Medical Office Assistant	7	2.6	4	1.7	7	3.7
Legal Technology	3.5	1.3	7	3.0	6.5	3.5
Accounting Aide	4	1.5	6	2.6	6.5	3.5
Fashion Design	17	6.4	8	3.5	6	3.2
Humanities & Liberal Arts	3	1.1	10	4.3	5.5	2.9
Criminal Justice	19.5	7.4	13.5	5.9	5	2.7
Electronics	10.5	4.0	6	2.6	5	2.7
Architectural Technology	8.5	3.2	5	2.2	5	2.7
Food Service Management	5.5	2.1	5	2.2	5	2.7
Mechanical Engr. Technology	3.5	1.3	3	1.3	5	2.7
Business	4	1.5	6.5	2.8	4.7	2.5
Fire Science	1	.4	5	2.2	4	2.1
Architecture	1.5	.6	4	1.7	4	2.1
Material Management	1	.4	4	1.7	4	2.1
Dietetic Technician	1	.4	4	1.7	3.5	1.9
Banking	0	0	2	.9	3.5	1.9
Marketing Mid-Management	3	1.1	5	2.2	3	1.6
Parks & Grounds Mngt.	0	0	5.5	2.4	2.5	1.3
Heating Service	0	0	0	0	2.3	1.2
Supervisory & Administrative Management	5	1.9	2	.9	2	1.1
Clerical	0	0	0	0	2	1.1
Refrigeration/Air Cond.	8.5	3.2	12	5.2	1.3	.7
Engineering	0	0	4	1.7	1	.5
Journalism	14	5.3	1	.4	1	.5
Education	5	1.9	0	0	1	.5
Communications	0	0	0	0	1	.5
Real Estate	0	0	1	.4	.3	.2
Legal Secretary	5.5	2.1	5	2.2	0	0
Medical Lab Technician	6	2.3	4	1.7	0	0
Science and Math	1	.4	2	.9	0	0
Social Sciences	.5	.2	1.5	.7	0	0
Operating Room Technician	2	.8	1	.4	0	0

Major Fields of Transfer Alumni	1975 Class		1977 Class		1981 and 1983 Classes	
	N	PCT	N	PCT	N	PCT
Business	50.5	18.2	66	24.8	115.3	24.8
Humanities and Liberal Arts	81.5	29.4	77.5	29.1	112	24.2
Engineering	16.5	6.0	16.5	6.2	37.5	8.1
Art	18	6.5	9	3.4	20.3	4.4
Music	6.5	2.3	6	2.2	17.5	3.8
Data Processing	0	0	3	1.1	17	3.6
Biological Science	24	8.7	16	6.0	16.3	3.5
Psychology	5.5	2.0	3	1.1	14	3.0
Education	14.5	5.2	6	2.2	13.3	2.9
Accounting	11	4.0	5	1.9	11	2.4
Physical Education	2	.7	7	2.6	10.3	2.2
Nursing	1	.4	5	1.9	10.5	2.2
No Major	0	0	0	0	8	1.7
Physical Sciences	11.5	4.1	8	3.0	7	1.5
Premedical	2	.7	4.5	1.7	6.3	1.4
Mathematics	3	1.1	2.5	.9	6.3	1.4
Criminal Justice	0	0	1	.4	4	.9
Other Social Sciences	4.5	1.6	3	1.1	3.5	.8
Pre-Law	2	.7	1	.4	3.5	.8
Electronics	1	.4	4.5	1.7	3	.6
Marketing/Mid-Management	0	0	3	1.1	3	.6
Secretarial Science	1	.4	2	.8	2.7	.6
Communications	3.5	1.3	0	0	3	.6
Child Care	0	0	.5	.2	2.3	.5
Journalism	0	0	2	.8	2	.4
Supervisory and Administrative Management	2	.7	1	.4	1.8	.4
Dietetic Tech	0	0	0	0	2	.4
Fire Science	0	0	1	.4	1.5	.3
Architecture	4	1.4	3	1.1	1	.2
Architectural Technology	2.5	.9	2	.8	1	.2
Banking	0	0	1	.4	1	.2
Food Service Management	0	0	1	.4	1	.2
Refrigeration & Air Cond.	2	.7	0	0	1	.2
Medical Lab Technician	1	.4	0	0	1	.2
Legal Technology	1	.4	0	0	1	.2
Horticulture	0	0	0	0	1	.2
Parks and Grounds Mngmt.	1	.4	0	0	.5	.1
Material Management	2.5	.9	2	.8	0	0
Interior Design	0	0	2	.7	0	0
Real Estate	1.5	.5	1	.4	0	0

Major Fields of Stopouts	1975 - 1976		1976 - 1978		1981	
	N	PCT	N	PCT	N	PCT
Business	35	17.3	18.5	12.5	12	14.8
Data Processing	10	4.9	9.5	6.4	9.5	11.7
Humanities and Liberal Arts	36	17.8	29.5	19.9	9	11.1
Accounting	19	9.4	10	6.7	6	7.4
Material Management	4	2.0	3	2.0	6	7.4
Art	5	2.5	2	1.3	5	6.2
Real Estate	4	2.0	4	2.7	4	4.9
Criminal Justice	2-1/3	1.1	2	1.4	4	4.9
Secretarial Science and Clerical	4-1/3	2.1	2	1.4	3	3.7
Food Service Management	3	1.5	5	3.4	2	2.5
Engineering	4	2.0	3.5	2.4	2	2.5
Nursing	6	3.0	2	1.3	2	2.5
Communications	1	.5	0	0	2	2.5
Refrigeration and Air Conditioning	--	--	5	3.4	1.5	1.9
Music	2	1.0	2	1.4	1.5	1.9
Math	3	1.5	0	0	1.5	1.9
Legal Technology	9	4.4	5	3.4	1	1.2
Biological Science	6	2.9	4	2.7	1	1.2
Education	5	2.5	3	2.0	1	1.2
Electronics	4	2.0	3	2.0	1	1.2
Architectural Technology	3	1.5	3	2.0	1	1.2
Fashion Design	2	1.0	3	2.0	1	1.2
Mechanical Engineering Technology	--	--	2.5	1.7	1	1.2
Child Care	3	1.5	1	.7	1	1.2
Supervisory and Administrative Mgmt.	3	1.5	1	.7	1	1.2
Heating Service	0	0	0	0	.5	.6
Dental Hygiene	0	0	0	0	.5	.6
Other Social Sciences	--	--	6	4.0	0	0
Park and Grounds Management	--	--	4	2.7	0	0
Interior Design	4	2.0	3	2.0	0	0
Physical Sciences	5	2.5	2	1.3	0	0
Journalism	1	.5	2	1.4	0	0
Dietetic Technology	--	--	2	1.4	0	0
Fire Science	3	1.5	1	.7	0	0
Marketing/Mid-Management	2	1.0	1	.7	0	0
Banking	0	0	1	.7	0	0
Medical Lab Assistant	--	--	1	.7	0	0
None Declared	--	--	1	.7	0	0
Emergency Medical Tech	--	--	.5	.3	0	0
Psychology	3-1/3	1.6	0	0	0	0
Operating Room Technician	3	1.5	0	0	0	0
Continuing Education	2	1.0	0	0	0	0
Medical Office Assistant	1	.5	0	0	0	0
Municipal and Gov't. Management	1	.5	0	0	0	0
Physical Education	1	.5	0	0	0	0
Premedical	1	.5	0	0	0	0
Searching for a Career	1	.5	0	0	0	0

	Percentages							
	Career Alumni			Transfer Alumni			Stopouts	
Current Status	1975	1978	1982	1975	1977	1981/83	1976/79	1981
Employed full time, not enrolled in college	60.6	71.3	61.5	67.4	67.3	66.2	70.3	72.1
Employed full time and enrolled part time	9.5	7.3	10.4	11.5	10.9	14.8	5.4	5.8
Employed full time and enrolled full time	1.1	0	1.0	.7	.4	1.7	.7	0
Enrolled in college full time and employed part time	.4	.4	.5	2.9	1.1	1.7	2.0	0
Enrolled in college full time but not employed	1.5	1.3	2.6	2.1	2.3	2.6	2.7	0
Employed part time enrolled part time	1.9	.4	2.1	1.4	0	1.7	.7	0
Employed part time, but not enrolled in college	14.4	8.2	15.2	5.0	4.9	4.9	5.4	11.6
Enrolled part time, but not employed	.8	.9	.5	1.1	.4	.4	0	0
Armed Services	0	.4	0	.7	.4	0	1.3	0
Unemployed, but seeking employment	.8	1.7	.5	2.5	2.2	1.1	2.0	1.2
Homemaker not employed nor enrolled	8.3	7.7	4.7	2.9	9.0	3.2	6.1	8.1
Not employed nor enrolled for other reasons	.7	.4	1.0	1.8	1.1	1.7	3.4	1.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	264	233	192	279	266	467	148	86
Percent remaining in identical or closely related fields either in college or on job.	58.2	61.9	65.6	37.4	38.4	54.9	33.2	52.6

PERCENTAGES

Educational Goals	Career Alumni 1975	Career Alumni 1978	Career Alumni 1982	Transfer Alumni 1975	Transfer Alumni 1977	Transfer Alumni 1981/83	Stopouts 1976/78	Stopouts 1981
Presently enrolled full time in college	3.0	1.7	5.8	5.7	3.8	6.6	5.4	0
Presently enrolled part time in college	12.1	8.6	18.1	14.0	11.3	18.1	5.4	7.0
Plan to return to college next year	8.0	9.5	13.8	8.2	12.0	12.1	4.1	14.0
Plan to return to college some day	21.2	21.0	34.8	17.6	19.5	31.5	27.7	29.1
Presently enrolled in specific training program	1.1	1.7	.7	2.2	0	1.0	1.4	1.2
Completed educational goals	27.3	35.2	26.8	25.1	29.7	30.7	32.4	25.6
Educational plans unknown	27.3	22.3	26.1	27.2	23.7	14.7	23.6	9.3
Do not intend to seek further education or training	--	--	12.3	--	--	6.6	--	14.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	264	233	138	279	266	381	148	86

THOSE WHO HAVE CHANGED

Change in Status Since Leaving Harper College	Career Alumni 1978 N	Career Alumni 1978 PCT	Career Alumni 1982 N	Career Alumni 1982 PCT	Transfer Alumni 1977 N	Transfer Alumni 1977 PCT	Transfer Alumni 1981/83 N	Transfer Alumni 1981/83 PCT	Stopouts 1976/78 N	Stopouts 1976/78 PCT	Stopouts 1981 N	Stopouts 1981 PCT
Unemployment Status	20	90.9	11	78.6	26	81.3	30	93.8	6	75.0	4	80.0
Employment Firm or Organization	69	71.1	55	67.1	89	80.9	154	78.2	28	75.7	18	66.7
College of University enrolled in	49	84.5	36	80.0	87	87.9	140	84.3	15	78.9	11	84.6
Employment Field	35	39.3	27	35.1	57	58.2	91	48.1	15	48.4	14	73.7
Major field in college	21	41.2	21	46.7	41	46.6	63	42.6	9	50.0	8	72.7
Military Status	3	23.1	2	16.7	2	20.0	2	10.0	5	45.5	0	0

DEGREE TO WHICH ALUMNI CONTINUED THEIR EDUCATION AFTER LEAVING HARPER

Status of Continued Education	Career Alumni 1975 PCT	Career Alumni 1978 PCT	Career Alumni 1982 PCT	Transfer Alumni 1975 PCT	Transfer Alumni 1977 PCT	Transfer Alumni 1981/83 PCT	Stopouts 1976/78 PCT	Stopouts 1981 PCT
Have taken no college course since Harper	50.9	53.4	50.8	12.5	18.5	21.7	60.1	62.4
Some college, but less than a bachelor's degree	25.1	18.1	29.3	18.3	12.8	18.9	10.8	9.4
Have achieved a bachelor's degree	20.2	21.6	13.1	48.8	51.2	41.1	23.3	16.5
Have achieved a bachelor's degree plus some graduate credit	2.3	3.5	4.2	10.4	8.5	11.2	2.0	4.7
Have achieved a master's degree	1.1	3.0	1.0	8.6	7.2	4.5	2.4	5.9
Have achieved a professional degree	.4	.4	1.6	1.4	1.1	2.2	1.4	1.2
Have achieved the doctorate	0	0	0	0	.7	.4	0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	263	232	191	279	265	465	148	85
Percent taking some college since leaving Harper College	49.1	46.6	49.2	87.5	81.5	78.3	39.9	37.6
Percent achieving at least a bachelor's degree	24.0	28.5	19.9	69.2	68.7	59.4	29.1	28.2
Graduation from Harper Status								
Attained AA degree	11.2	12.2	17.4	40.2	41.0	47.6	2.0	11.6
Attained AS degree	40.0	42.9	14.9	30.2	31.4	20.3	4.0	3.5
Attained AAS degree	34.2	30.4	44.6	3.0	3.8	4.8	.7	0
Attained certificate	5.8	3.7	5.1	1.4	.7	1.5	1.4	9.3
Attained no degree or certificate	8.8	10.8	17.9	25.2	23.1	25.9	91.9	75.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	263	231	195	278	264	479	148	86

Reasons for Not Receiving a Degree	PERCENTAGES Career Alumni 1982	Transfer Alumni 1981/83	Stopouts 1981
Financial problems	0.0	1.9	7.2
Have moved	2.9	2.7	3.4
Family responsibilities	7.4	1.6	4.7
Job demand	5.9	7.8	9.3
New job opportunities	5.9	1.9	3.8
Personal problems	0	.8	0.0
Saw no relationship courses/goals	5.9	1.1	3.4
Illness/accident	0	1.6	1.7
Taken courses originally wanted	10.3	11.8	24.3
Harper offered no further courses I wanted	1.5	1.4	2.3
Educational goals were not defined	2.9	.8	.4
Transferred to another college	35.3	47.0	20.9
Had no interest in obtaining ASS degree	11.8	4.4	14.4
Instructors were ineffective	0.0	0.0	1.7
Still attending Harper	5.9	9.0	.8
Marriage	2.9	.8	0.0
Became frustrated with program	1.5	0.0	0.0
Transportation problems	0.0	0.0	0.0
Was not challenged	0.0	0.0	0.0
Did not petition	0.0	4.1	1.7
Already have degree in another field	0.0	0.0	0.0
Total	100.0	100.0	100.0
Number of Responses	34	122	50

Classification of Present Employment	PERCENTAGES							
	Career Alumni			Transfer Alumni			Stopouts	
	1975	1978	1982	1975	1977	1981/83	1976/78	1981
Health Fields	33.0	20.4	30.7	5.4	7.6	6.7	6.3	5.3
Business or Finance	19.0	20.0	11.8	34.2	33.1	22.3	16.0	23.3
Engineering/Related Tech	9.1	9.5	2.9	8.7	9.6	8.6	11.0	7.1
Sales	6.7	5.9	6.0	11.0	9.6	13.1	12.7	16.7
Legal, Governmental or Political	9.1	8.1	3.7	6.6	4.8	3.2	6.3	1.3
Office or Clerical	6.0	4.1	14.1	4.8	4.2	7.5	12.4	10.0
Arts or Humanities	2.8	2.2	.9	7.2	6.0	3.6	3.9	1.3
Educational	4.7	2.4	2.9	9.0	5.4	7.3	4.7	3.3
Social or Religious	.6	.2	0	2.4	1.1	1.7	.3	0
Trades	4.7	5.1	8.6	3.2	4.2	4.1	7.9	9.3
Scientific	0	.2	0	2.7	2.2	1.8	2.4	1.3
Factory semiskilled	0	1.0	.9	.8	1.3	1.5	1.6	0
Transportation	0	4.9	1.7	2.4	2.9	1.4	1.2	4.0
Communications	1.7	1.1	1.4	.4	2.4	1.9	.8	3.8
Leisure/Recreation/ Tourism	2.6	0	0	1.2	.9	0	0	0
Agriculture	0	1.0	1.1	0	0	.2	.8	0
Computer	0	11.4	7.5	0	2.0	9.8	5.9	6.4
Food Service/Hotel	0	2.0	2.9	0	2.7	1.8	5.4	2.7
Unskilled	0	.5	.9	0	0	1.5	.4	1.3
Police/Fire/Security	0	0	2.0	0	0	1.9	0	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	250	205	174	250	224	421	127	75

Level of Employment	Level Index							
Unskilled labor	1	1.3	1.0	1.2	.4	0	1.9	1.6	1.3
Semiskilled labor	2	6.1	3.9	9.9	5.2	2.7	.7	3.1	2.6
Technician, skilled labor, foreman	3	11.7	10.3	8.8	11.1	9.0	8.9	13.0	13.2
Beginning professional	4	29.8	17.6	27.5	29.2	39.9	33.7	61.8	15.8
Experienced professional or second line supervision	5	48.9	63.5	48.0	48.0	45.3	47.7	16.9	50.0
Creative scientist, researcher or upper management	6	.9	2.2	0	5.3	2.2	4.8	2.4	5.3
Vice president or higher	7	1.3	1.5	4.7	.8	.9	2.3	1.2	11.3
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		231	204	171	248	223	395	127	76
Average Level Index		4.27	4.51	4.30	4.38	4.38	4.48	4.01	4.74

		PERCENTAGES							
Relatedness of Job to Major Field at Harper	Relatedness Index	Career Alumni 1975	Career Alumni 1978	Career Alumni 1982	Transfer Alumni 1975	Transfer Alumni 1977	Transfer Alumni 1981/83	Stopouts 1976/78	Stopouts 1981
Identical	3	47.8	49.8	43.2	15.0	14.3	21.1	8.7	27.6
Closely related	2	17.1	19.0	22.5	21.8	26.5	26.3	25.2	23.7
Somewhat related	1	11.0	11.2	16.6	30.8	32.3	25.3	27.5	19.7
Not related	0	24.1	20.0	17.8	32.4	26.9	27.3	38.6	28.9
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		228	205	169	247	223	407	127	76
Average Relatedness Index		1.89	1.99	1.91	1.19	1.28	1.41	1.04	1.50
Geographic Location of Employment	Distance Index								
Downtown Chicago	2	9.1	8.3	8.4	12.0	13.6	11.7	13.8	7.8
Outer fringes of Chicago	1	6.0	7.0	5.8	3.8	4.1	5.0	5.1	9.1
Northwest suburbs	0	55.8	52.6	51.2	47.8	47.5	46.5	44.8	41.6
Other suburbs	1	14.9	18.8	21.4	15.6	14.9	23.5	14.2	31.2
Within 40-100 miles of Chicago	3	6.0	3.0	8.1	6.6	1.9	5.9	1.6	2.6
Illinois more than 100 miles from Chicago	4	.7	.5	0	2.6	.5	1.2	0	0
Outside Illinois	5	7.5	9.8	5.2	11.6	17.5	6.3	20.5	7.8
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		232	205	173	250	223	423	127	77
Average Distance Index		.97	1.02	.94	1.32	1.41	1.05	1.54	1.03

	Career Alumni			Transfer Alumni			Stopouts	
	1975	1978	1982	1975	1977	1981/83	1976/78	1981
Out of State Locations	N	N	N	N	N	N	N	N
Alabama	0	0	0	0	1	0	0	0
Arizona	0	1	1	1	1	3	2	0
California	2	3	2	4	2	3	7	2
Canada	0	0	0	1	0	0	0	0
Colorado	2	3	0	2	2	0	2	1
Columbia, South America	0	0	0	0	0	0	0	1
Connecticut	1	0	0	0	0	0	0	0
Delaware	0	0	0	0	1	0	0	0
England	0	0	0	0	1	1.5	0	0
Florida	1	3	0	3	2	1	0	0
Georgia	1	0	0	1	1	1	0	1
Indiana	0	0	0	1	1	.5	0	0
Iowa	0	1	0	0	2	0	0	0
Kansas	0	1	0	0	0	0	0	0
Kentucky	0	0	0	0	3	0	0	0
Louisiana	0	0	0	0	0	0	1	0
Massachusetts	1	0	0	2	1	0	0	0
Michigan	2	1	0	1	1	0	1	0
Minnesota	1	1	0	1	2	.5	1	0
Missouri	0	0	0	1	2	3.5	2	0
Montana	0	0	0	0	1	0	0	0
Nebraska	0	0	1	0	0	0	0	0
Nevada	0	0	0	1	0	0	0	0
New Jersey	0	0	0	0	2	1	1	0
New Mexico	0	0	0	0	0	1	0	0
New York	1	0	1	0	1	2	6	0
North Carolina	1	0	0	1	1	0	1	0
Ohio	1	1	1	0	3	1	0	0
Oklahoma	0	0	0	1	0	0	0	0
Oregon	0	0	0	0	0	.5	0	0
South Dakota	0	0	0	0	0	1	0	0
Texas	1	3	0	2	2	.5	1	0
Travel all over	1.5	0	2	1	1	0	0	0
Vermont	0	0	0	0	0	1	0	0
Virgin Islands	0	0	0	1	0	0	0	0
Virginia	0	0	0	1	1	0	0	0
Washington (State of)	0	0	0	1	1	2	1	1
Washington, D. C.	1	1	0	0	0	0	0	0
Wisconsin	0	1	0	2	2	3	0	0
Total	17.5	20	8	29	38	27	26	6

PERCENTAGES

Salaries of Employed Alumni	Career Alumni 1975	Career Alumni 1978	Career Alumni 1982	Transfer Alumni 1975	Transfer Alumni 1977	Transfer Alumni 1981/83	Stopouts 1976/78	Stopouts 1981
Under $3,328 yearly	0	0	0	0	0	0	0	0
$ 3,328 - $ 4,159 yearly	0	0	0	.5	0	0	0	0
$ 4,160 - $ 4,999 yearly	0	0	0	0	0	0	0	0
$ 5,000 - $ 6,999 yearly	0	0	1.9	.5	0	1.4	0	3.2
$ 7,000 - $ 8,999 yearly	1.1	0	2.5	.5	0	1.3	3.8	0
$ 9,000 - $ 9,999 yearly	2.2	0	.6	.5	0	0.1	0	1.6
$10,000 - $11,999 yearly	2.2	2.9	2.5	2.4	2.1	1.3	5.0	3.2
$12,000 - $14,999 yearly	11.1	7.2	1.9	9.6	10.4	6.1	8.7	3.2
$15,000 - $19,999 yearly	36.1	16.5	18.8	28.2	19.3	13.5	18.8	4.8
$20,000 - $24,999 yearly	21.7	32.4	20.3	25.8	24.1	17.8	21.1	16.1
$25,000 - $29,999 yearly	12.8	16.6	18.1	15.3	20.7	23.0	17.5	17.1
$30,000 - $34,999 yearly	6.1	12.2	15.9	7.6	11.0	13.6	13.7	17.7
$35,000 - $40,000 yearly	5.0	6.5	8.4	6.2	4.8	9.1	7.5	11.3
$40,000 - $49,999 yearly	1.7	3.6	7.2	1.9	4.8	7.6	3.8	9.7
$50,000 - $59,999 yearly	0	1.4	1.3	1.0	.7	2.8	0	4.8
$60,000 - $69,999 yearly	0	.7	0	0	0	1.5	0	0
Over $70,000 yearly	0	0	.6	0	2.1	1.0	0	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	180	139	160	209	145	394	80	62
Median Salary	$19,654	$23,556	$25,345	$21,574	$23,714	$26,851	$23,088	$29,773
Mean Salary	$21,364	$25,300	$26,452	$22,858	$25,366	$28,366	$23,875	$32,315

Extent to which alumni supervise the work of other people

Number Supervised	Career Alumni 1978	Career Alumni 1982	Transfer Alumni 1977	Transfer Alumni 1981/83	Stopouts 1976/78	Stopouts 1981
Over 20 people	8.6	7.7	11.7	7.0	8.7	6.5
11-20 people	5.4	3.6	3.1	3.1	6.3	6.5
5-10 people	9.8	13.1	9.4	11.0	13.4	14.3
1- 4 people	20.1	21.4	22.0	25.7	19.7	22.1
Occasionally supervise	25.2	20.2	24.2	19.2	15.7	14.3
Never supervise	30.9	33.9	29.6	34.1	36.2	36.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	204	168	223	417	127	77
Average Number Supervised	4.3	3.9	4.7	5.8	4.7	4.3

Degree to which Harper prepared alumni for their jobs

Area of Preparation	Career Alumni			
	1978		1982	
	Number of Responses	Average Index*	Number of Responses	Average Index*
Specific job knowledge	201	1.39	145	1.43
Technical job skills	190	1.28	139	1.38
Communication skills	197	1.24	146	1.35
Maturity	189	.70	139	1.22
Managerial skills	194	.70	103	.88
Job search	--	--	95	.78

Area of Preparation	Transfer Alumni			
	1977		1981/83	
	Number of Responses	Average Index*	Number of Responses	Average Index*
Specific job knowledge	214	.92	281	.91
Technical job skills	210	.87	214	.74
Communication skills	213	1.17	361	1.28
Maturity	209	.90	351	1.27
Managerial skills	203	.69	244	.77
Job search	--	--	173	.56

Area of Preparation	Stopouts			
	1976-1978		1981	
	Number of Responses	Average Index*	Number of Responses	Average Index*
Specific job knowledge	121	.84	49	.91
Technical job skills	119	.78	37	.65
Communication skills	120	.91	43	.84
Maturity	118	1.03	44	.88
Managerial skills	118	.82	31	.60
Job search	--	--	18	.36

* Index 2 = Harper helped considerably
Index 1 = Harper helped somewhat
Index 0 = Harper did not help at all

College or University of Present or Past Enrollment Since Leaving Harper	1981-1983 Total	Stopouts 1976-78 N	Stopouts 1981 N	Career Alumni 1975 N	Career Alumni 1978 N	Career Alumni 1982 N	Transfer Alumni 1975 N	Transfer Alumni 1977 N	Transfer Alumni 1981/83 N
Northern Illinois	78.2	4	4	20	14	7.7	60	44.8	66.5
Roosevelt	42	1	2	9	8	5.5	7	8	34.5
Univ. of Ill./Circle	31	1.5	1	4	3.5	8	10	14.2	22
Illinois State	26.5	5	3	0	3	1	6	14.3	22.5
Northeastern Illinois	24	4	1	6	6	5	10	16.7	18
Elmhurst	19.2	0	2	4	2.5	2.7	5	4.5	14.5
Univ. of Ill./Champaign	17.5	3.8	0	3	2	0	18.5	15.5	17.5
DePaul	15.5	1	0	0	2.5	4	3.5	2	11.5
Loyola	15	1	2	5	2	3.5	7.5	2	9.5
Southern Illinois	13	4.3	1	6	3	3	14	11	9
Eastern Illinois	10.5	1	0	1	1	0	7.5	3	10.5
Western Illinois	10	1.5	1	4	4	1.5	14.5	5.5	7.5
Ill.Inst.of Technology	8.5	1	1	0	1.5	1	1	2	6.5
Columbia/Chicago	7.8	1	0	0	0	.3	1	.3	7.5
Northwestern	7.5	.5	1	2	4	3	3	.5	3.5
Arizona State	5.5	.5	0	2	2	.5	0	5	5
Mundelein	5.5	1	0	0	0	3.5	0	0	2
Nat'l. Coll. of Educ.	5	2	.5	1	2	0	2	.5	4.5
Barat/Lake Forest	3	0	0	5	0	1	1	1	2
Univ.Wisc.,Plattville	3	0	0	0	0	0	0	0	3
Bradley	2.5	0	0	0	1	0	1	1	2.5
Univ. of Wisconsin	2	1	0	0	3	0	3	2.5	2
Oakton	2	2	0	3	0	1	0	1	1
University of Iowa	2	.5	0	0	.5	0	0	1.0	2
Purdue	2	0	0	0	0	1	0	2	1
Keller Grad. School	2	0	.5	1	0	0	0	.5	1.5
Marquette	2	0	0	1	0	0	0	0	2
Missouri	2	0	1	1	0	0	1	0	1
Lake Forest Grad.School	2	0	0	0	0	0	0	0	2
Rockford College	2	0	0	0	0	0	0	0	2
North Central	2	0	0	0	0	0	0	0	2
Valparaiso	2	0	0	1	0	0	0	0	2
Univ.of Wisc./Milwaukee	1.5	0	0	0	0	0	0	0	1.5
George Williams	1.3	0	0	0	0	.3	0	0	1
Rosary	1	1	0	0	1	1	1.5	2	0
College of Lake Cty.	1	.5	0	0	2	0	0	1	1
Triton	1	2	0	0	1	0	0	0	1
Indiana	1	0	0	0	0	0	1	2.5	1
Western Michigan	1	1	0	0	0	0	1	1	1
Lewis University	1	1	0	1	0	0	0	1	1
University of Miami	1	1	0	0	0	0	0	1	1
Michigan State	1	0	0	0	0	1	1	1.5	0
Coll. of St. Francis	1	0	0	3	1	1	0	0	0
Winona State, Minn.	1	0	0	0	0	0	0	1	1
Aurora College	1	0	0	0	1	0	0	0	1
Governors State	1	0	0	0	1	0	0	0	1
Univ. of Minnesota	1	1	0	0	0	0	1	0	1
Iowa State	1	0	0	0	1	0	1	0	1
Rush Medical	1	0	0	0	0	0	1	1	1
Logan College	1	0	0	0	0	0	0	1	1
Chicago School of Prof. Psychology	1	0	0	0	0	1	0	0	0
Santa Clara	1	0	0	0	0	1	0	0	0
Univ. of Evansville	1	1	0	0	0	0	0	0	1

College or University of Present or Past Enrollment Since Leaving Harper(cont'd)	1981-1983 Total	Stopouts 1976-78 N	Stopouts 1981 N	Career Alumni 1975 N	Career Alumni 1978 N	Career Alumni 1982 N	Transfer Alumni 1975 N	Transfer Alumni 1977 N	Transfer Alumni 1981/83 N
Chic.Kent Law School	1	0	0	0	0	1	1	.5	0
Univ. of Florida	1	0	0	0	0	0	0	.3	1
Elgin Comm. College	1	0	0	1	0	1	0	0	0
Delourdes College	1	0	0	1	0	1	1	0	0
South Florida	1	0	0	1	0	0	1	0	1
DeVry	1	0	0	0	0	0	0	0	1
Milw.School of Engr.	1	0	0	0	0	0	0	0	1
Univ. of Des Moines	1	0	0	0	0	0	0	0	1
Georgetown University	1	0	0	0	0	0	0	0	1
New Mexico	1	0	0	0	0	0	0	0	1
St. Mercy	1	0	0	0	0	0	0	0	1
Field Institute	1	0	0	0	0	0	0	0	1
Lincoln College	1	0	0	0	0	0	0	0	1
Northern Iowa	1	0	0	0	0	0	0	0	1
Beloit College	1	0	0	0	0	0	0	0	1
Univ. of No. Dakota	1	0	0	0	0	0	0	0	1
Union Hall, Chicago	1	0	0	0	0	0	0	0	1
S. Dakota State Univ.	1	0	0	0	0	0	0	0	1
Palmer Coll./Chiro.	1	0	0	0	0	0	0	0	1
St.Petersburg Jr.Coll.	1	0	0	0	0	0	0	0	1
Mass. Inst. of Tech.	1	0	0	0	0	0	0	0	1
Kellogg Sch.of Business	1	0	0	0	0	0	0	0	1
S.U.N.Y./Buffalo, N.Y.	1	0	0	0	0	0	0	0	1
Univ. of Indianapolis	1	0	0	0	0	0	0	0	1
R.I.School of Design	1	0	0	0	0	0	0	0	1
Roberta Fisher Travel	1	0	0	0	0	0	0	0	1
Ippolito Beauty School	1	0	0	0	0	0	0	0	1
Xavier	1	0	0	0	0	0	0	0	1
Cent.Mo.State Univ.	1	0	0	0	0	0	0	0	1
Oklahoma State	1	0	0	0	0	0	0	0	1
Art Institute	1	0	0	0	0	0	1	0	1
Colorado	1	0	1	0	0	0	0	0	0
Ga. State University	1	0	1	0	0	0	0	0	0
Chic.Med.Career Inst.	1	0	1	0	0	0	0	0	0
Wright	1	0	0	0	0	.5	0	0	0
San Diego Jr. College	1	0	0	0	0	1	0	0	0
Trinity	.5	0	0	1	0	0	2	1	.5
Drake	.5	0	0	0	0	0	0	0	.5
Chic. Theological Sem.	.5	0	0	0	0	0	0	0	.5
Univ. of Calif./L.A.	.5	0	0	0	0	0	0	0	.5
Carroll College	.5	0	0	0	0	0	0	0	.5
Northern Ariz. Univ.	.5	0	0	0	0	0	0	0	.5
Bethel Coll., Georgia	.5	0	0	0	0	0	0	0	.5
Ball State	.5	0	0	0	0	0	0	0	.5
Northern Colorado	.5	0	0	0	0	0	1	0	.5
Midland	.5	0	0	0	0	.5	0	0	0
Marycrest College	0	0	0	0	0	0	0	2	0
University of Denver	0	0	0	0	0	0	0	2	0
Colorado State	0	1	0	0	0	0	0	.5	0
Texas A and M	0	0	0	0	1	0	1	0	0
Auburn	0	0	0	0	0	0	2	1	0
Univ. of New Orleans	0	0	0	0	0	0	0	1	0
Montana State	0	0	0	0	0	0	0	1	0
Kendall	0	0	0	0	0	0	0	1	0

College or University of Present or Past Enrollment Since Leaving Harper(cont'd)	1981-1983 Total	Stopouts 1976-78 N	Stopouts 1981 N	Career Alumni 1975 N	Career Alumni 1978 N	Career Alumni 1982 N	Transfer Alumni 1975 N	Transfer Alumni 1977 N	Transfer Alumni 1981/83 N
Pittsburgh	0	0	0	1	1	0	0	0	0
Olivet Nazarene College	0	0	0	0	1	0	0	0	0
Univ. of Cincinnati	0	0	0	0	1	0	0	0	0
Environmental Inst.	0	0	0	0	1	0	0	0	0
Judson College	0	0	0	0	1	0	0	0	0
Univ. of Louisville/Ky.	0	0	0	0	1	0	0	0	0
Saginaw Valley St.Coll.	0	0	0	0	1	0	0	0	0
Carthage, Wisconsin	0	0	0	1	0	0	0	1	0
Arizona	0	0	0	0	1	0	1	0	0
Clarke College	0	0	0	0	0	0	0	1	0
St. Louis College	0	0	0	0	0	0	0	1	0
Univ.Wisc./Stevens Pt.	0	0	0	0	0	0	0	1	0
Wheaton	0	0	0	0	0	0	0	1	0
Midwest Coll./Engr.	0	0	0	0	0	0	0	1	0
Notre Dame	0	0	0	0	0	0	0	1	0
Virginia Commonwealth	0	0	0	0	0	0	0	1	0
Bucknell	0	0	0	0	0	0	0	1	0
North Carolina State	0	0	0	0	0	0	0	1	0
Univ.Wisc./Eau Claire	0	0	0	0	0	0	0	1	0
Lutheran Seminary	0	0	0	0	0	0	0	1	0
University of Texas	0	0	0	0	1	0	0	1	0
Concordia College	0	0	0	0	1	0	0	1	0
Augustana	0	0	0	0	0	0	0	1	0
Univ. of Americas/Mex.	0	0	0	0	0	0	0	1	0
McMurray College	0	0	0	0	0	0	0	1	0
College of DuPage	0	0	0	0	1	0	0	0	0
Taylor University	0	0	0	0	1	0	0	0	0
Baker University	0	0	0	0	1	0	0	0	0
University of Tampa	0	0	0	0	1	0	0	0	0
Troy State University	0	0	0	0	1	0	0	0	0
Cornell	0	1	0	0	0	0	0	0	0
Bryman School	0	1	0	0	0	0	0	0	0
Red Rocks Comm. Coll.	0	1	0	0	0	0	0	0	0
Overseas University	0	1	0	0	0	0	0	0	0
College in Washington	0	1	0	0	0	0	0	0	0
Univ. of Kansas	0	1	0	0	0	0	0	0	0
St. Norbert's/Wisc.	0	1	0	0	0	0	0	0	0
Parsons School/Design	0	1	0	0	0	0	0	0	0
Louisiana Tech	0	1	0	0	0	0	0	0	0
ISPP	0	1	0	0	0	0	0	0	0
Ft. Lewis, Colorado	0	1	0	0	0	0	0	0	0
Univ. of Chicago	0	0	0	0	0	0	0	.5	0
Fuller Theo. Seminary	0	0	0	0	0	0	0	.5	0
Univ. of California	0	0	0	0	0	0	0	.5	0
Ray Vogue Sch./Design	0	0	0	0	.5	0	0	0	0
Spertos College	0	0	0	0	.5	0	0	0	0
Louisiana State	0	0	0	0	.5	0	0	0	0
Univ. of Ill./Medical	0	0	0	0	0	0	1	0	0
Calif.State/Fullerton	0	0	0	1	0	0	0	0	0
Univ. of Michigan	0	0	0	1	0	0	0	0	0
Tulsa	0	0	0	0	0	0	1	0	0
John Marshall	0	0	0	0	1	0	1	0	0

College or University of Present or Past Enrollment Since Leaving Harper(cont'd)	1981-1983 Total	Stopouts 1976-78 N	Stopouts 1981 N	Career Alumni 1975 N	Career Alumni 1978 N	Career Alumni 1982 N	Transfer Alumni 1975 N	Transfer Alumni 1977 N	Transfer Alumni 1981/83 N
North Park	0	0	0	0	0	0	1	0	0
Univ.Wisc./Whitewater	0	0	0	0	0	0	0	0	2
McHenry Comm. College	0	0	0	1	0	0	0	0	0
The Actors Institute	0	0	0	1	0	0	0	0	0
Jones Real Estate Coll.	0	0	0	1	0	0	0	0	0
Brooklyn College	0	0	0	1	0	0	0	0	0
Morton	0	0	0	1	0	0	0	0	0
Orange Coast/Calif.	0	0	0	0	0	0	1	0	0
Western State/Colo.	0	0	0	0	0	0	1	0	0
Michigan Tech	0	0	0	0	0	0	1	0	0
Southwest Missouri	0	0	0	0	0	0	1	0	0
Medical Coll. of Ohio	0	0	0	0	0	0	1	0	0
Ferris State/Michigan	0	0	0	0	0	0	1	0	0
Wartberg/Iowa	0	0	0	0	0	0	1	0	0
Wisc.Cons. of Music	0	0	0	0	0	0	1	0	0
Amer. Acad. of Art	0	0	0	0	0	0	1	0	0
Idaho	0	0	0	0	0	0	1	0	0
Williamette/Oregon	0	0	0	0	0	0	1	0	0
Tarrant County	0	0	0	1	0	0	0	0	0
Univ. of Wisc./Stout	0	0	0	1	0	0	0	0	0

Relatedness of Present Major to Major while at Harper	Related-ness Index	Stopouts 1977-78 N	Stopouts 1981 N	Career Alumni 1975 N	Career Alumni 1978 N	Career Alumni 1982 N	Transfer Alumni 1975 N	Transfer Alumni 1977 N	Transfer Alumni 1981/83 N
Identical	3	20.7	22.2	31.1	40.8	29.1	26.3	34.5	34.7
Closely Related	2	41.4	40.7	20.8	22.5	27.8	28.1	24.7	29.5
Somewhat Related	1	17.2	29.6	23.6	17.3	26.6	25.6	26.2	20.8
Not Related	0	20.7	7.4	24.5	19.4	16.5	20.0	14.6	15.0
Total		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		58	27	106	98	79	215	206	346
Average Index		1.62	1.78	1.58	1.85	1.70	1.61	1.79	1.84

	Career Alumni			Transfer Alumni			Stopouts	
Major Field at Present College	1975 PCT	1978 PCT	1982 PCT	1975 PCT	1977 PCT	1981/83 PCT	1976-78 PCT	1981 PCT
Business	29.4	33.2	30.0	29.6	32.5	34.2	26.3	33.9
Education	10.8	1.5	6.7	10.1	11.8	8.0	12.7	3.6
Engineering	5.6	7.2	1.2	6.4	9.5	10.3	10.2	10.7
Social Science	12.2	7.2	7.3	13.4	8.8	10.2	9.6	3.6
Biological & Health Sci.	17.8	11.7	20.7	9.4	8.1	9.1	13.5	9.0
Humanities, Music, Art	6.5	1.5	6.1	10.7	8.1	10.0	3.4	7.2
Mathematics/Physical Sci.	0	10.2	1.8	7.0	6.1	2.2	6.5	7.2
English, Literature, Speech	2.3	3.6	2.4	4.9	5.4	3.0	1.7	7.1
Home Economics	4.2	4.1	2.4	2.1	2.6	1.9	3.4	0
Agriculture & Conservation	0	2.0	3.0	0	2.4	.9	6.8	0
Journalism	0	2.0	0	0	2.1	1.4	5.1	3.6
Law	.9	9.7	6.7	.9	1.7	1.9	.8	0
Languages	0	1.0	0	0	.9	.6	0	0
No Major	.9	0	3.7	0	0	0	0	0
Architecture	1.9	5.1	0	1.8	0	.3	0	0
Computer Science	0	0	7.9	0	0	6.0	0	14.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	107	98	82	218	211	349	59	28
Extent to which credits earned at Harper transferred to the new college								
0 - 20 percent	3.0	5.7	7.2	0	.5	0	5.1	20.0
20 - 40 percent	7.1	6.8	11.6	1.0	1.5	1.2	1.7	0
40 - 60 percent	5.1	4.5	7.2	1.4	2.0	3.5	5.1	0
60 - 80 percent	8.1	12.5	11.6	3.3	5.0	5.8	10.1	8.0
80 - 90 percent	15.1	8.0	14.5	6.2	7.5	13.2	5.1	8.0
All but 2 or 3 courses	12.1	10.2	8.7	12.9	12.0	14.0	6.8	4.0
All but one course	7.1	12.5	4.3	11.9	8.5	8.8	3.4	0
100 percent	42.4	39.8	34.8	63.3	63.0	53.5	62.7	60.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	99	88	69	210	200	342	59	25
Mean Percent of Credits Transferred	83.2	81.0	79.9	94.5	93.0	90.7	86.7	81.4

GRADE PERFORMANCE OF HARPER ALUMNI ENROLLED
IN COLLEGE FIVE YEARS LATER

	Career Alumni			Transfer Alumni			Stopouts	
Grade Performance at New College	1975 PCT	1978 PCT	1982 PCT	1975 PCT	1977 PCT	1981/83 PCT	1976-78 PCT	1981 PCT
Percent earned 3.0 GPA or higher	76.6	82.0	82.2	72.0	73.9	71.8	76.8	68.0
Percent earned below a 2.0 GPA	2.1	0	0	.5	.5	.9	0	0
Mean cumulative GPA	3.23	3.24	3.38	3.17	3.17	3.17	3.27	3.22
Number of respondents	94	89	73	200	199	323	56	25
Grade Performance of Above Students while at Harper								
Percent earned 3.0 GPA or higher	48.9	53.0	56.9	43.8	46.9	52.1	39.3	48.0
Percent earned below a 2.0 GPA	1.1	1.2	1.4	.5	1.0	3.5	14.3	4.0
Mean cumulative GPA	2.97	3.02	3.11	2.89	2.96	2.99	2.71	2.63
Number of respondents	94	83	72	201	192	323	56	25
Cost of Present College								
Less than $500/year	17.5	19.6	11.9	5.7	7.0	4.5	0	5.0
$ 500 - $ 1,000/year	17.5	13.7	7.5	12.4	8.1	5.9	10.0	5.0
$ 1,000 - $ 1,500/year	0	0	17.9	0	0	8.0	0	20.0
$ 1,500 - $ 2,000/year	16.5	17.6	4.5	17.5	10.4	3.8	10.0	0
$ 2,000 - $ 2,500/year	11.3	11.8	3.0	16.5	8.1	4.2	5.0	5.0
$ 2,500 - $ 3,000/year	12.4	11.8	10.4	17.5	7.0	5.2	10.0	10.0
$ 3,000 - $ 4,000/year	7.2	7.8	7.5	12.4	13.9	12.2	10.0	15.0
$ 4,000 - $ 5,000/year	10.3	5.9	7.5	7.7	16.3	12.5	5.0	5.0
$ 5,000 - $ 6,000/year	2.1	0	9.0	4.1	16.3	13.9	20.0	20.0
$ 6,000 - $ 7,000/year	2.1	2.0	0	3.1	7.0	6.3	10.0	0
$ 7,000 - $ 8,000/year	1.0	3.9	4.5	0	1.2	6.9	0	10.0
$ 8,000 - $ 9,000/year	2.1	3.9	7.5	3.1	1.2	6.6	5.0	0
$ 9,000 - $10,000/year	--	0	1.5	--	2.3	5.6	0	0
$10,000 - $12,000/year	--	0	3.0	--	1.2	1.7	10.0	5.0
$12,00 or over	--	2.0	4.5	--	--	2.8	5.0	0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	97	51	67	194	86	288	20	20
Mean cost per year	$2,285	$2,608	$4,084	$2,741	$3,745	$4,996	$5,138	$3,965

EVALUATION OF VARIOUS ASPECTS OF HARPER COLLEGE BY ALUMNI

Area of Evaluation	Stopouts		Career Alumni		Transfer Alumni	
	1976/78 Average Rating*	1980 Average Rating*	1978 Average Rating*	1982 Average Rating*	1977 Average Rating*	1981/83 Average Rating*
Veterans Benefits	2.13	2.11	1.87	2.40	1.73	2.24
Teaching Faculty	2.03	1.90	1.93	2.13	2.03	1.91
Course Selection	2.23	2.03	1.94	2.08	2.04	1.99
Tutoring	2.11	2.42	2.08	2.19	2.15	1.93
Records & Registration	2.21	2.17	2.21	2.24	2.22	2.13
Learning Resources Ctr.	2.09	2.10	2.02	2.15	2.23	2.17
Admissions Program	2.24	2.03	2.21	2.31	2.23	2.05
Disabled Student Services	1.80	2.29	1.71	2.21	2.25	1.93
Student Activities	2.53	2.38	2.36	2.29	2.33	2.21
Learning Atmosphere	2.18	2.08	2.18	2.20	2.36	2.20
Laboratories	2.25	2.13	2.27	2.25	2.36	2.24
Health Service	1.92	2.09	2.08	2.22	2.37	2.31
Other Students	2.58	2.39	2.42	2.31	2.39	2.35
Financial Aid	2.23	2.56	2.41	2.37	2.45	2.47
Food Service	2.64	2.41	2.43	2.58	2.47	2.62
Student Development Program	--	2.25	--	2.33	--	2.23
Intercollegiate Athletics	2.33	2.40	2.35	2.12	2.86	2.36
Personal Counseling with Counselors	2.63	2.78	2.45	2.84	2.91	2.54
Intramurals	2.64	2.29	2.64	2.33	2.97	2.45
Career Exploration with Counselors	3.08	2.75	2.60	2.85	3.00	2.63
Placement/Illinois Job Service	3.20	2.67	3.05	2.61	3.06	2.32
Women's Program	--	2.09	--	2.09	--	2.13
Remedial Development	--	2.38	--	2.00	--	2.13
Hearing Impaired Services	--	2.29	--	2.13	--	1.81
Human Potential Course	--	2.36	--	2.31	--	2.14

*Average Rating: 1 = Excellent
2 = Very Good
3 = Average
4 = Borderline Effectiveness
5 = Poor or Ineffective

COMPARISON OF HARPER COLLEGE WITH NEW COLLEGE TO WHICH ALUMNI TRANSFERRED

Areas of Comparison	Difference in Average Ratings*				
	1976-78 Stopouts	1981 Stopouts	All 1975 Alumni	All 1976-77 Alumni	All 1981-8 Alumni
Tutoring	-.51	-.42	--	+.69	+.48
Remedial/Development Course	--	-.38	--	--	+.34
Records & Registration	-.07	+.55	+.31	+.42	+.30
Food Service	+.15	+.16	+.26	+.24	+.30
Veterans Benefits	-.13	-.61	+.03	-.11	+.28
Health Service	+.79	-.09	-.29	+.30	+.26
Hearing Impaired Services	--	-.29	--	--	+.24
Women's Program	--	-.09	--	--	+.20
Admissions Program	+.14	+.23	+.22	+.30	+.16
Disabled Student Services	-.37	-.29	--	+.26	+.16
Teaching Faculty	-.17	-.07	+.02	+.11	+.11
Student Development Programs	--	+.56	--	--	+.07
Laboratories	-.31	+.27	--	0	+.06
Human Potential Course	--	-.03	--	--	+.06
Course Selection	-.50	-.28	-.04	-.10	+.02
Student Activities	-.67	-.38	-.26	-.20	+.01
Career Exploration with Counselors	-.62	+.25	--	+.18	0
Learning Atmosphere	-.18	+.19	-.18	-.07	0
Learning Resources Ctr.	-.59	-.10	-.09	-.24	-.06
Placement/Job Service	-.64	+.58	-.47	-.31	-.07
Personal Counseling with Counselors	-.41	-.58	--	+.11	-.13
Other Students	-.45	-.28	-.25	-.24	-.14
Intramurals	-.50	-.29	-.83	-.56	-.14
Financial Aid	-.30	--	+.06	-.05	-.17
Intercollegiate Athletics	-.13	-.40	-.69	-.63	-.28

*Difference in average ratings is the average rating at the new college minus the average rating at Harper where the average rating is:

1 = Excellent
2 = Very Good
3 = Average
4 = Borderline Effectiveness
5 = Poor or Ineffective

A +.10 or greater difference means Harper is perceived better in that area.

A +.09 to -.09 difference means Harper is perceived as about the same in that area as the new college.

A -.10 or more negative difference means the new college is perceived better in that area.

COURSES BY RANK ORDER OF THEIR NET BENEFIT TO THE ALUMNI

Courses	1976-78 Stopouts N	1976-78 Stopouts A/B*	1981 Stopouts N	1981 Stopouts A/B*	All 1975 Alumni N	All 1975 Alumni A/B*	All 1976-78 Alumni N	All 1976-78 Alumni A/B*	All 1981-83 Alumni N	All 1981-83 Alumni A/B*
Nursing	--	--	1	Inf.	40	19.00	22	6.33	20	19.00
Management	--	--	6	Inf.	34	16.00	37	8.25	55	10.00
Marketing	6	1.00	2	Inf.	21	2.00	18	3.50	33	10.00
General Business	--	--	3	Inf.	--	--	--	--	62	9.33
Clerical	--	--	3	Inf.	20	5.67	15	6.50	19	8.50
English	14	1.80	6	Inf.	127	2.97	116	4.27	145	7.63
Speech	8	Inf.	3	Inf.	77	3.81	67	21.33	94	6.23
Fire Science	--	--	--	--	4	.33	8	1.67	7	6.00
College Survival Skills Course	--	--	--	--	--	--	--	--	25	5.25
Mech. Engr. Tech.	--	--	--	--	11	2.67	15	4.00	29	4.83
Secretarial Sci.	--	--	2	Inf.	17	4.67	12	5.00	22	4.50
Data Processing	7	2.50	8	Inf.	33	1.36	50	4.56	66	4.50
Career Planning and Development	--	--	1	Inf.	8	1.67	9	2.00	22	4.50
Education	--	--	2	1.00	17	4.67	10	1.00	16	4.33
Dental Hygiene	--	--	--	--	11	2.67	7	6.00	5	4.00
Mathematics	14	3.67	4	Inf.	78	1.89	80	5.15	115	4.00
Psychology	14	3.67	6	2.00	112	4.33	88	2.14	128	3.92
Accounting	12	3.00	10	4.00	49	4.44	54	5.00	81	3.26
Electronics	--	--	2	Inf.	9	.80	9	3.50	8	3.00
Economics	--	--	3	Inf.	46	2.07	44	1.10	71	2.74
Child Development	--	--	--	--	26	2.25	21	2.00	25	2.57
Park and Grounds Management	--	--	--	--	3	0	7	2.50	3	2.00
Physical Science	--	--	3	2.00	24	1.00	20	1.50	106	1.86
Architecture	--	--	--	--	13	2.25	17	7.50	8	1.67
Sociology	--	--	2	1.00	--	--	--	--	71	1.63
Real Estate	--	--	--	--	6	.20	12	1.40	10	1.50
Art	--	--	1	Inf.	37	1.31	46	1.00	41	1.41
Foreign Languages	--	--	2	1.00	26	.63	21	.75	41	1.41
Philosophy and Humanities	--	--	4	1.00	77	.60	47	.84	67	1.39
Political Science	--	--	1	0	24	.60	26	1.89	33	1.36
Engineering	--	--	--	--	11	1.75	19	3.75	7	1.33
Refrigeration and Air Conditioning	--	--	2	1.00	8	1.67	7	2.50	7	1.33
Biology	9	2.00	3	2.00	49	2.27	49	.96	72	1.18
Criminal Justice	--	--	2	1.00	14	1.80	22	3.40	15	1.14
History	--	--	1	0	42	.40	30	.76	46	1.09
Interior Design	--	--	1	Inf.	7	.75	11	1.75	6	1.00
Anthropology and Geography	--	--	3	Inf.	37	.61	27	.50	25	0.92
Music	--	--	5	0.67	32	.45	24	.26	44	0.76
Physical Education	--	--	--	--	16	.23	14	1.00	16	0.33
Human Potential Seminars	--	--	--	--	15	2.75	9	2.00	14	Inf.
Total	138	2.54	1250	1.78	1132	2.16	1680	2.77		

* - A/B ratio of those who nominated the courses as the most beneficial divided by those who nominated the courses as least beneficial.

Six-Year Comparison of Ratings of Courses

1977 and 1978 Alumni

Courses	First Year N	First Year A/B	Six Years Later N	Six Years Later A/B	Difference in Ratios
Interior Design	17	1.83	11	1.75	--
Secretarial Science and Clerical	97	2.03	24	5.83	Later Better
Nursing	50	6.14	22	6.33	--
Speech	71	4.07	67	21.33	Later Better
Dental Hygiene	29	8.67	7	6.00	--
General Business	234	3.50	173	4.12	--
Architecture and Architecture Technology	20	.54	17	7.50	Later Better
Criminal Justice	26	2.71	22	3.40	--
Engineering & Technology	34	1.43	34	3.86	Later Better
Psychology	243	4.12	88	2.14	Earlier Better
Education and Physical Education	46	1.21	24	1.00	--
Math	176	2.33	80	5.15	Later Better
Child Development	51	2.40	21	2.00	--
English	251	1.83	116	4.27	Later Better
Electronics	11	1.20	9	3.50	Later Better
Data Processing	88	1.05	50	4.56	Later Better
Physical Science	68	.99	20	1.50	--
Biology	128	2.30	49	.96	Earlier Better
Art and Music	65	1.21	70	.75	--
Philosophy, Humanities and Literature	170	1.06	47	.84	--
History, Political Sci. Anthropology & Geog.	147	1.00	83	1.03	--
Fire Science	11	.83	8	1.67	Later Better
Misc. Health	13	.86	10	.67	--
Human Potential and Career Planning	35	1.51	18	2.00	--
Refrigeration and Air Conditioning	17	1.83	7	2.50	--
All Courses	2273	1.82	1132	2.16	--

1981 and 1983 Alumni

Courses	First Year N	First Year A/B	Six Years Later N	Six Years Later A/B	Difference in Ratios
Speech	141	7.42	94	6.23	Earlier Better
Management	--	--	55	10.00	--
Architecture	20	1.22	8	1.67	--
Clerical	21	20.00	19	8.50	Earlier Better
Nursing	55	54.00	20	19.00	Earlier Better
Dental Hygiene	17	16.00	5	4.00	Earlier Better
Mathematics	96	5.40	115	4.00	Earlier Better
Secretarial Science	31	2.44	22	4.50	Later Better
Accounting	77	3.81	81	3.26	--
Data Processing	159	3.42	66	4.50	Later Better
English	365	4.53	145	7.63	Later Better
Mechanical Engr. Tech.	48	2.67	29	4.83	Later Better
Engineering	--	--	7	1.33	--
Marketing	27	5.75	33	10.00	Later Better
Electronics	11	10.00	8	3.00	Earlier Better
Criminal Justice	22	2.67	15	1.14	Earlier Better

1981 and 1983 Alumni (continued)

Courses	First Year N	First Year A/B	Six Years Later N	Six Years Later A/B	Difference in Ratios
Refrigeration and Air Conditioning	11	2.67	7	1.33	Earlier Better
Park and Grounds Mgmt.	--	--	3	2.00	--
Psychology	331	3.53	128	3.92	--
Career Planning & Dev.	--	--	22	4.50	--
Child Development	79	2.59	25	2.57	--
Human Potential Seminars	26	2.25	14	Inf.	Later Better
Political Science	60	3.00	33	1.36	Earlier Better
Interior Design	11	10.00	6	1.00	Earlier Better
Fire Science	--	--	7	6.00	--
Physical Science	100	1.44	106	1.86	--
Real Estate	10	1.50	10	1.50	--
Economics	220	4.64	71	2.74	Earlier Better
Education	40	3.00	16	4.33	Later Better
College Survival Skills	--	--	25	5.25	--
Art	60	2.16	41	1.41	--
Physical Education	40	3.00	16	0.33	Earlier Better
Biology	188	2.36	72	1.18	Earlier Better
Philosophy & Humanities	294	1.07	67	1.39	--
History	14	1.00	46	1.09	--
Foreign Languages	86	1.00	41	1.41	--
Anthropology/Sociology	140	2.26	96	1.44	--
Music	--	--	44	0.76	--
General Business	209	10.00	62	9.33	--
All Courses	3009	3.97	1680	2.77	Earlier Better

Experiences at Harper Which Have Proved to be Most Helpful

Experience	1977 Alumni Transfers	1978 Alumni Career	1977-78 Stopouts	Total
Classroom Experiences	16	21	1	38
Helpfulness & Quality of Faculty	21	16	1	38
Interaction with People	11	14	3	28
Developing Self-Discipline	21	4	--	25
Clinical & Internship Work Exp.	1	17	--	18
Self Confidence	5	3	--	18
Prepared to Transfer	6	3	1	10
Acquiring Career Skills	3	5	1	9
Working & Attending Classes at Same Time	6	1	1	8
Broad Knowledge	5	2	--	7
Technical Knowledge	3	4	--	7
Math and Science Background	6	--	--	6
Writing	3	2	--	5
Gave Incentive to Expand Education	1	4	--	5
Academic Learning Environment	4	1	--	5
Student Activities	3	2	--	5
Generally Good	1	4	--	5
Giving Speeches	1	3	--	4
Working with Counselors	3	--	--	3
Helped in Search for a Field and Found Direction in Life	1	2	--	3
Using Computers	1	1	--	2
Acquiring Non-Career Specific Skills	2	--	--	2
Study Skills	2	--	--	2

Experiences at Harper Which Have Proved to be Most Helpful (continued)

Experience	1977 Alumni Transfers	1978 Alumni Career	1977-78 Stopouts	Total
Learned to Manage Time	2	--	--	2
Learned How to Find Information	2	--	--	2
Learned to Organize Thoughts	1	1	--	2
Developing Independence	--	2	--	2
Attainment of Certificate/Degree	1	--	--	1
Opportunity to Save Money for Further Education	1	--	--	1
Tutoring	--	1	--	1
Feeling of Belonging	1	--	--	1
Learned How a College Operates	1	--	--	1
Go to School & Stay Close to Home	1	--	--	1
Developing Creativity	1	--	--	1
Developing Leadership Skills	--	1	--	1
Prepared Student to Make Decision About Continuing College	--	--	1	1

Experiences at Harper Which Have Proved to be Most Helpful

Experience	1981/82 Alumni Transfers	1982 Alumni Career	1981 Stopouts	Total
Self Confidence	28	12	4	44
Prepared to Transfer	20	5	--	25
Helpfulness & Quality of Faculty	14	4	1	19
Acquiring Career Skills	2	10	4	16
Working & Attending Classes at Same Time	13	--	1	14
Interaction with People	7	5	1	13
Gave Incentive to Expand Education	11	1	1	13
Developing Independence	10	3	--	13
Broad Knowledge	6	5	--	11
Academic Learning Environment	9	2	--	11
Helped in Search for a Field and Found Direction in Life	7	3	1	11
Learned to Manage Time	5	1	--	6
Technical Knowledge	2	3	--	5
Generally Good	5	--	--	5
Developing Self-Discipline	2	1	--	3
Learned to Organize Thoughts	3	--	--	3
Student Activities	2	--	--	2
Giving Speeches	1	--	1	2
Acquiring Non-Career Specific Skills	1	--	1	2
Study Skills	2	--	--	2
Learned How to Find Information	1	--	1	2
Classroom Experiences	1	--	--	1
Math and Science Background	1	--	--	1

Ways in Which Harper College can be of Help to Former Students

	1975 Alumni N	1977-78 Alumni N	1976-78 Stopouts N
Put alumni on course schedule mailing list	80	74	17
Put alumni on cultural arts events mailing list	72	68	8
Have special package rates for use of Building M	68	57	6
Provide access to Learning Resources Center services	75	48	8
Would like to see newsletter developed for alumni	55	47	8
Would like to take specific courses or seminars	34	40	5
Be on mailing list for athletic events	19	22	--
Offer more courses toward bachelor/master degree	14	6	--
Provide access to computers on campus or dial access	1	5	--
More evening classes	--	3	--
Offer classrooms for community meetings	--	2	--
Would like to teach at Harper College	1	2	--
Offer four-year nursing program	--	1	--
Access to tutoring services	--	1	--
Access to bookstore	--	1	--
Offer more health specialty courses	9	--	--
Offer placement services for jobs and colleges	7	--	--
Provide access to art facilities	3	--	--
Provide access to architecture classrooms and plotter	2	--	--
Provide access to machine shop facilities	2	--	--
Provide lists of fashion shows	1	--	--
More early morning offerings	1	--	--
Provide nursing newsletter on developments in field	1	--	--
Nursing lab	1	--	--
Improve articulation of transfer program	1	--	--
Schedule more cultural events	1	--	--
Provide access to musical instruments/facilities	1	--	--
Offer more bus service to Harper College	1	--	--
Access to former student survey results	1	--	--
Free transcripts	1	--	--
Access to Veterans Office	1	--	--
Improve Counseling	1	--	--
Offer course on business stress	--	--	1
Offer automotive course	--	--	1
Offer program in commercial art and graphics	--	--	1

Ways in Which Harper College can be of Help to Former Students

	1981/83 Transfer Alumni N	1982 Career Alumni N	1981 Stopouts N
Put alumni on cultural arts events mailing list	88	28	9
Have special package rates for use of Building M	78	23	6
Put alumni on course schedule mailing list	65	27	6
Provide access to Learning Resources Center services	56	16	4
Would like newsletter developed for alumni	45	16	1
Would like to take specific courses or seminars	42	15	5
Access to other facilities (not specifically identified)	26	7	2
Be on mailing list for athletic events	23	7	1
Offer more courses toward bachelor/master degree	6	3	--
Be on a general mailing list	5	6	1
Reduce out-of-district rates (for former students)	3	1	--
Provide free career counseling to former students	3	1	--
Offer a larger variety of refresher classes	1	--	--

Ways in Which Harper College can be of Help to Former Students (continued)

	1981/83 Transfer Alumni N	1982 Career Alumni N	1981 Stopouts N
More summer seminars	1	--	1
Mailing for rent real estate/business programs	1	--	--
More engineering courses	1	--	--
Mailings regarding guest speakers/movies	1	--	--
More seminars on the different computer software	1	--	--
Offer advanced accounting courses	1	--	--
Would like to see alumni dinners/activities	1	--	--
Develop a better library	1	1	--
Offer graduate level courses	1	1	--
Provide job service for alumni	1	--	--
Offer more classes in evening/weekends	--	1	--

Ways in Which Former Students Could be of Help to Harper College

	All 1975 Alumni N	All 1977/78 Alumni N	1976/78 Stopouts N
Serve as examples of career success for use by the College in advertising and promotion campaigns	40	40	8
Talk to students about their careers either on campus or at place of business of alumni	40	36	5
Make a presentation in a class at Harper College	26	31	6
Serve on advisory committees for academic programs or for institutional concerns	21	21	3
Would like to join a Harper College alumni club related to their career field	24	20	1
If Harper College were to initiate an alumni giving program, alumni would donate	18	20	1
Host students at their business for a day	15	10	1
Volunteer for tutoring or helping handicapped students on campus	11	6	2
Provide an internship or lab opportunity for current Harper students at their business	9	6	0
Provide contacts for employment opportunities for Harper graduates	8	5	3
Could provide contacts to provide short-term professional employment opportunities for faculty in the summer or for academic year leave of absence program	2	4	0
Provide contacts for Harper College to secure equipment at no cost or reduced cost	1	3	0
Could help with referendum contacts	0	2	0
Would like to join Harper's Athletic Booster's Club	3	1	0
Could help solicit funds from business and industry for educational foundation projects	3	1	0
Could provide business or professional advertising for a Harper College newsletter if it were developed	2	1	0
Own printing company and could help in this area	0	0	1
Would like to talk to prospective students about self development through College education	2	0	1
General volunteer work	1	0	0

Ways in Which Former Students Could be of Help to Harper College

	All 1982 Career Alumni N	All 1981/83 Transfer Alumni N	1981 Stopouts N
Serve as examples of career success for use by the College in advertising and promotion campaigns	21	58	2
Talk to students about their careers either on campus or at place of business of alumni	22	47	2
Make a presentation in a class at Harper College	11	33	2
Serve on advisory committees for academic programs or for institutional concerns	10	31	4
Would like to join a Harper College alumni club related specifically to their career field	14	22	0
If Harper College were to initiate an alumni giving program, alumni would donate	1	1	0
Host students at their business for a day	7	14	0
Volunteer for tutoring or helping handicapped students on campus	2	12	1
Provide an internship or lab opportunity for current Harper students at their business	3	7	0
Provide contacts for employment opportunities for Harper graduates	0	0	0
Could provide contacts to provide short-term professional employment opportunities for faculty in the summer or for an academic year leave of absence program	0	0	0
Provide contacts for Harper College to secure equipment at no cost or reduced cost	2	4	0
Could help with referendum contacts	2	4	0
Would like to join Harper's Athletic Booster's Club	0	3	0
Could help solicit funds from business and industry for educational foundation projects	0	3	0
Could provide business or professional advertising for a Harper College newsletter if it were developed	5	7	0
Willing to teach at Harper	0	3	0

Courses not taken at Harper College by 1981 Stopouts
but which would have been helpful at present

- More courses in education field
- Computer accounting
- Data processing
- Construction related coursework
- Therapeutic touch in Nursing

Courses not taken at Harper College by 1982 Career Alumni
but which would have been beneficial at present

- Writing and communication courses for business
- Nitrous oxide administration
- Spanish for nurses
- Management, marketing
- A class on fitting the body, or on correcting and covering body imperfections
- Education courses, continuing education courses in art like pottery, sculpture, etc.
- Office politics, career planning
- Import and export courses
- Accounting, clerical and data processing

Courses not taken at Harper College by 1982 Career Alumni
but which would have been beneficial at present (continued)

- Course on addictions included in Nursing program
- More airline courses - mechanics
- Technical course for legal tech-financial papers, mortgage handling, better real estate
- Communication skills
- Extension of art programs including experimental graphic arts
- Management, assertiveness, medicine
- Finance courses
- More courses with computers
- Legal technology, legal secretary
- Computer CAD/CAM
- CAD/CAM
- A math refresher course would have been very helpful in studies for health care administration
- Additional data processing
- Offering student jobs in a manufacturing plan on-the-job training their set up with the school and the company
- Student would have asked for more clinical experience.
- More chemistry, specifically organic and biochemistry

Courses not taken at Harper College by 1981/83 Transfer
Alumni but which would have been beneficial at present

- Animation and computers, computer graphics
- Consumer education
- Graphic design
- Management
- Introduction to and work with personal computers and application of PC to schoolwork
- Career planning and development
- Accounting and clerical courses
- CAD had been introduced after student's graduation
- PC classes
- More practical experience seminars by professionals
- Psychology research lab course
- First aid
- Wish I had taken some basic business marketing courses and had taken philosophy
- Self-defense class
- Child development and management
- More managerial, psychology, or computer classes (not programming) correct use of terminals, correct languages and business law
- More anthropology/linguistic courses
- Calculus, marketing and accounting
- Material management
- Sales techniques
- The real world application of management and world of political business
- Customer relations
- Accounting mathematics, marketing, computer science
- Security/fireman's training
- More advanced accounting classes, music, business/management - law executive professional development
- More computer courses
- Business management
- More anthropology courses, psychology lab courses, easier access to sign courses without being in interpreter training program - easier access to computer courses
- Word processing
- Business management
- Computer studies, managerial skill development - a psychology course dealing with the mentally handicapped.

Courses not taken at Harper College by 1981/83 Transfer
Alumni but which would have been beneficial at present (continued)

- Finance
- More forest ranger or wildlife management courses
- Basic marketing, basic electronics for non-engineers
- More education courses
- More computer science courses and less data processing courses or at least offer them as an alternative
- Career planning, college survival skills
- More counseling courses
- More computer courses
- Education related history, science, math, etc.
- Non-verbal communications, image building, advanced marketing research
- How to get along with difficult people, etc.
- The psychology of color overview of interior design
- Writing skills, grammar usage.
- Word processing, statistics
- How to acquire government jobs
- Software and computer courses
- Electronics courses
- More piano courses, music theory
- Final course on career development and planning as related to your chosen career field - more career development courses emphasizing quality control and quality assurance in manufacturing industries and service related organizations
- More pharmacology
- Speech
- Computer science in the math curriculum should be mandatory
- Management and/or supervision
- Management and supervisory skills development
- Wish I had taken foreign language in junior college rather than in a university setting and had taken more business science and math courses
- Personal computers
- Marketing, management
- A good English communication skill development course
- PC based engineering class such as CAD/CAM, FEA and etc.
- Photography
- Finance
- PC development
- Business management

Most Beneficial Experiences at Harper by Former Students

To avoid printing every comment (over 250) relating to the beneficial experiences at Harper, only those representing the flavor and content of most responses is included in this report. A complete set of responses will be provided upon request.

Highlights of most beneficial experiences
At Harper College by 1982 Career Alumni

- Met nice people, instructors were helpful in fashion department. Going to a community college helps me related well to the community college students that I now instruct.
- I wanted to be a nurse for a long time. After high school I was unable to attend college. After 5 children and a divorce, Harper helped me achieve my goal.
- I enjoyed the interplay between students, the camaraderie and the excitement of learning new things, new ideas. I feel my time at Harper made me a better, more rounded person. It opened me up to a more confidence-inspired person. I really hated to finish my studies and have to get down to working at my chosen field. I could probably have continued taking more classes and still may do that.

Highlights of most beneficial experiences
at Harper College by 1982 Career Alumni (continued)

- How to deal with different types of people.
- Knowledge, verbal communication, maintaining a good attendance, better perspective on the future, and always capable of learning more.
- Less expensive quality education helped prepare me for BSN.
- At my present college I am able to focus on taking more studies outside my department, since all of my liberal arts credits transferred.
- How to talk better and communicate more effectively with the public. How to handle situations in the family more effectively, how to improve myself in different areas. I also definitely have grown and developed emotionally and psychologically. I am a better person and I can understand more easily where others are 'coming from'.
- Attending Harper helped me to gain the confidence I need to continue my education at a large university. It was a great opportunity to attend a college close to home enabling me to save additional money so I could attend the school of my choice later.
- Self satisfaction in achieving a new career and self confidence in knowing that I was capable of doing something that could help other people.
- I enjoyed it very much. I was not ready to go to a four-year university. I am now attending Depaul and graduating in June, 1989.
- I feel that my paralegal training gave me a decided advantage in my further studies toward my law degree. Being somewhat familiar with the topics of study, I was able to overcome the anxiety most law school freshman experience.
- At the age of 27 I re-enrolled at Harper in the Food Service Management program. I thoroughly enjoyed myself. During that time, mostly due to the fact that the staff was knowledgeable and very experienced in the food service field, I learned a great deal from them and was totally satisfied with the program. I am still in the food service industry and there is not a day that goes by that I cannot related back to my education at Harper.
- I gained a thorough knowledge of secretarial and office related skills. Courses such as business writing, composition, speech, etc. are also beneficial in daily activities on the job.
- Any form of education is always good even if a person doesn't specifically utilize that particular knowledge in business. I feel as though I have gotten a good general background in legal matters which will help me in family matters and possible future business matters. I am particularly appreciative of the knowledge I have acquired about the democratic system of government here - how it works and also how it is not working well for most people. I attribute my eye opening information to my sociology class. Thanks.
- A great education, caring and concern by my professors unmatched by the two universities I attended. Must more personalized. Better teaching skills at Harper all around - it was more valuable of an education for my money. I returned to Harper because I felt it was the best school around. It should be made a 4-year college.
- I learned to put away my ideas about sports, and begin the life of a college student. Worked hard for my grades - that was something I did not do in high school. Raised my GPA so I could attend the college of my dreams. Worked at a job while attending Harper to pay for my education. Harper College was my stepping stone to the events of my future.

Highlights of most beneficial experiences
at Harper College by 1981 Stopouts

- My degree - that meant a lot - I had put my husband through school and going for so long made me appreciate my AA a great deal. I was 42 when I got my AA and I am happy to have gone this far.
- I only attended Harper to get courses to enable me to work part time for a decent salary since my children were all in high school or college. I have my cake and eat it too.

Highlights of most beneficial experiences
at Harper College by 1981 Stopouts (continued)

- Able to complete college courses while saving money living at home and working in greater Chicago area for two years.
- Higher degree of confidence and satisfaction of higher level of knowledge.
- The satisfaction of learning. What I have accomplished at Harper, no one gave me and no one can take away. I am fortunate to have attended Harper. The faculty and facilities truly encourage the student to learn how to learn, and to love learning for its own sake. With almost no exceptions, all of my instructors have done a wonderful job teaching, and then have helped the students to think beyond the text and the classroom. This sort of mental stretching is the best way of preparing a student to face the world open-mindedly. It has been my privilege to learn from some exceptionally fine people.
- I am not a good alumni to survey - I took only three courses at Harper and only one for credit. I never intended to get a degree there. The french conversation class was very good and prepared me for a trip to Europe. It was fun, as well. Piano lessons - taken for fun - were stimulating and have led to me becoming accompanist to a children's choir. I found other students to be motivated, interested, intelligent people - very different from my experiences in similar courses (business courses) at Roosevelt, downtown.
- Personal contacts, where and how to search for answers to problems.
- Harper was a very good place for me to start. I was able to work part time and go to school full time. This enabled me to save money to pay for the State school I transferred to. All my classes transferred to that school. It was a trouble-free transition to the State school. Harper provided me with a firm educational base from which I have grown and I plan to continue my education.
- Even though I did not use my training in a future job, I enjoyed my time at Harper and felt that had I finished I would have been well prepared for a career in fashion design or merchandising. The faculty was excellent and I enjoyed the enthusiasm and quality of the other students. I have been able to help with or be in charge of costumes in several community theater productions as a result of my training at Harper.

Highlights of most beneficial experiences
at Harper College by 1981/83 Transfer Alumni

- As a returning adult student Harper offered me the opportunity to earn an associate degree and take care of my family. My self confidence grew thanks to Harper's outstanding teachers - all of them were very understanding and eager to help their students learn.
- It made a nice transition from high school to a four-year university. I feel I received a good education there.
- What I gained most was an improved ability to communicate with other people.
- Harper was very convenient from home making it easy to get from place to place. I earned almost 100 credit hours there. The one thing I learned was how to study and enjoy learning. I still take continuing education courses but things that I really enjoy like art and music. A lot of the teachers especially those in engineering had practical experience which helps in the real world.
- Higher education - I received the same quality of education as the major universities provided but at much less expense and inconvenience.
- Harper gave me the opportunity to advance in higher education that I would not have otherwise received or could afford by going directly into a 4-year program. I hope that someday I earn enough money so that I can show my thanks. I owe more to Harper than University of Illinois in terms of opportunities for advancement.
- Self-confidence was greatly bolstered. Harper gave me the opportunity to go to an elite college I could never have attended as a freshman. For that I will forever be grateful.
- Good instruction by experienced faculty/excellent tutoring program.

Highlights of most beneficial experiences
at Harper College by 1981/83 Transfer Alumni (continued)

- I feel that I was able to mature better by living at home while obtaining an excellent 2-year general engineering background before going away to finish my BS. I felt that the professors were more available to tutor students than the professors at U. of I. I usually saw teachers assistants in the larger classes at U. of I.
- Harper helped me gain confidence in my academic ability. As I continue my education I find myself going back to many of the courses I remember from Harper to draw on in discussion in my writing. The program I took at Harper was well rounded in every sense of that phrase. I had a chance to take a great variety of classes with an even greater variety of other students. The encouragement and support of faculty and staff has stayed with me to this day.
- I personally learned that one can make whatever they wish out of an experience. I went to Harper with the mindset that at a junior college I would get the most out of everything. I got very involved in activities and academics. I made the most out of the experience and grew both intellectually and socially to a point that I was very happy with. My experiences as a peer counselor/orientation leader really provided me with beneficial experience. Speaking in front of groups and working with several different types of people
- Developed an awareness of my potential and was able to re-evaluate my goals. The educational opportunities offered at Harper gave me a chance to diversity my talents and to discover new avenues to pursue.
- A sense of my own worth and accomplishment and a lot of practical information which I was able to use at work and in my personal life.
- After high school my mind was made up to begin working hard for my goal in life. At the age of 18, however, I was not ready to go to a 4-year university. Harper allowed me to stay at home, work part time and enjoy a successful start in college life. If I had to go to a 4-year school right from high school I don't know if I would be where I am today. Thanks Harper! Thanks to Francis Brantley for hiring me as a student aide. The summer of working with incoming college students was a great pleasure and gave me the confidence to continue a pursuit of a teaching career. Today, I couldn't be happier. Thanks again Mrs. Brantley!
- Harper was the most influential part of my success in school (U. of I.) this far. Harper helped me gain confidence, focus, discipline and maturity. I felt well prepared to attend a prestigious 4-year university. If I can be of help in discussion my Harper experiences to students, please let me know.
- I gained a great deal of personal awareness and development of my real talents and abilities. harper was an opportunity to grow and explore in my own direction.
- I left Harper with an AA and went to Illinois State, and then to Chicago/Kent Law School. I can honestly say I never got a better education anywhere than I got at Harper. Broad course offerings and faculty approachability were key factors. MY brother and sister also went to Harper. My brother now has an MBA from University of Chicago, and my sister has an MA from National College of Education. I feel that we all benefited from an educational headstart at Harper.
- I gained a lot of confidence in myself academically. I needed Harper as a stepping stone to a university. I don't think I would have gone to college if it were not for Harper.
- That I could make it in college - I always thought I was not "too bright". However, I graduated with a 3.9 GPA. Janet Friend/Westney had a huge influence on me while I attended Harper. She is a terrific counselor and helped me gain the confidence I needed to further my education and "Be All That I Could Be".
- It gave me an idea of what field to work in by taking various accounting, data processing and business courses.
- What I gained most was a general knowledge of the world. Since I took courses aimed toward an AA. They were mainly general courses not aimed at any specific field. This allowed me to gain quite a variety at Harper. When I left Harper I focused on courses in my major which I felt was limiting. Your courses are taught by excellent teachers that is probably the biggest gain I made.

Highlights of most beneficial experiences
at Harper College by 1981/83 Transfer Alumni (continued)

- As a hobby I took various music classes which have helped me in a semiprofessional music career. On the business side, Harper has helped me with my insurance sales career because of all the helpful business classes I took while attending there.

Specific services desired in LRC
by 1981/83 Transfer Alumni

- Library - 2
- Books, recordings - 2
- Research journals - 2
- Computer skills, such as brush up information - 2
- Using computers to locate books
- Longer hours
- Access to records, videos on accounting, tutoring for CPA preparation
- Public radio service
- Access to inter-library loan materials

Specific services desired in LRC
by 1982 Career Alumni

- Personal computer skills
- Library

Specific services desired in LRC
By 1981 Stopouts

- Research journals

Specific services desired in other facilities

	1981/83 Transfer Alumni	1982 Career Alumni	1981 Stopouts
Library	9	0	1
Art/Ceramics	3	1	0
Personal computers	3	1	0
Studios	1	1	0
New technologies in heat/refrigeration	1	1	0
Photo labs	2	0	0
Dress forms/pattern tables	0	1	0
Rooms/pianos in music building	1	0	0
Athletic fields and trainer	1	0	0
Plays	1	0	0
Graphic computer lab	1	0	0
Computer room in building D	1	0	0
Computer center	1	0	0
Wood/Metal shop	1	0	0

Specific facilities desired in Building M

	1981/83 Transfer Alumni	1982 Career Alumni	1981 Stopouts
Pool	27	5	3
Racquetball	16	2	0
Weight	14	3	1
Open Gym	6	1	1
Exercise area	5	0	1
Track	2	0	0
Expanded hours	2	1	0
General access	1	0	1
Everything	2	1	0

Specific facilities desired in Building M (continued)

	1981/83 Transfer Alumni	1982 Career Alumni	1981 Stopouts
Indoor track	1	0	0
Golf course	1	0	0
Basketball	1	0	0
Dance room	1	0	0
Martial arts	1	0	0

Other General Comments about Harper College

- I enjoy the Tai-Chi class I am taking at the Northeast campus, and I also enjoy the spanish class I took there last semester. The teacher, Ms. Morrissey was very qualified.
- The observatory for the science and astronomy students is a great idea - I wish you luck in this area.
- I hope this is still of use to you despite its tardiness. Although I am no longer in the Chicago area, I am still interested in the welfare of Harper. I would particularly like to be added to most mailing lists, under my new address, in order to receive updates on Harper activities. It has been my pleasure to be associated with Harper.
- I teach an exercise class at Schaumburg at several other locations for disabled citizens and we are getting results.
- I personally thought it was poorly managed - need more financial people. Space was unused while more was being added. Several teachers of poor ability - several were exceptionally good.
- Could I obtain information regarding Illinois requirements for a career in education grades 8-12?
- I wish I could say Harper was a positive educational experience for me - unfortunately, it was not. I experienced Harper as being a cold, impersonal institution. I needed a much more nurturing environment at that point in my development.
- I recommend Harper to anybody who has a desire to learn.
- With all the soccer talent in this area Harper should have a soccer team again. Harper is definitely lacking in this area.
- Excellent institution.
- Needed more guidance - do not use facilities to full extent.
- Harper should have a better screening process for teachers. Some courses I took I felt cheated due to the lack in teaching quality.
- A very good place to learn in many areas of education and in a great variety of fields.
- The materials management instructors left a lot to be desired. Also it was too much book and not enough reality.
- Note: My husband was transferred from his company's Arlington Heights office to the Colorado Springs office. I was unable to attend because we moved. Prior to our move, I had lived in the Oakton district. We bought a home nearly across the street from the newly built Oakton Campus where I had hoped to continue. In fact, I was nearly 3 miles from the Oakton campus but I was told that I could not attend there and must travel an extremely far distance to Harper. It was too far for convenience. Has anything been done in these past few years to resolve these borderline problems?
- Success -- if measured in terms of career and not in terms of dollars. The social and learning environment at Harper was great. Unlike U. of I., the students at Harper had very similar backgrounds as I did. Higher education was not just something you took for granted. The financial means were not readily available. Students I met at Harper were there to advance themselves, and not because higher education was the next step out of high school, via parental checkbook. Harper College allowed me to meet and make lifetime friends.
- I recommend Harper whenever I can. I felt it was a great stepping stone from high school to a big university.
- I think it is a great junior college.
- My time at Harper College was the best of my college years. Thank the school for giving me a lot of basic training which has helped me a great deal. Thanks!

Other General Comments about Harper College (continued)

- I would like to return to Harper in a teaching capacity at some point. I believe I have a lot to offer the Harper student in both knowledge and experience. I would like to share that with the students. I am a practicing attorney with a degree in government and could teach numerous courses if a need is present. I am proud to say I went to Harper and would enjoy the opportunity to return the good fortune bestowed on me by Jim McGrath and Harper.
- Very helpful and caring staff and professionals at every turn. It is impossible to fail if a student really desires to succeed. I would particularly like to commend Spanish teacher, John Davis and Philosophy professor, J. Harley Chapman for their outstanding instruction in their respective subjects.
- I think it's important for Harper students (or potential students) to know that going to Harper is a great alternative to going directly to a 4-year college and you can begin at a junior college and still go on to successfully finish your education. In addition to me going from harper to Depaul to Loyola Law, my sister attended Harper, went to Western, and is now at the University of Illinois Law School.
- I am glad to see there is interest concerning career paths followed after Harper College programs are finished or ended by students.
- Harper needs a more extensive variety of classes available at its off-campus location in Wheeling. Offer more graphic arts classes.
- Harper was (and still is, I imagine) a great school in retrospect. The reasons management and general business was the most and least helpful was 1) it introduced me to the basics and 2) it did not teach me enough. There should be a class on office politics, time management, etc.
- I hope the Dental Hygiene Department will continue at Harper. It is a fantastic program.
- Do not use teachers who write the text book or workbook - they are not interested in teaching - only in royalties.
- It is in a good location.
- Need a bigger lounge - a comfortable area for students to relax between classes -- maybe a wide-screen television.
- Should see my wife - she is a great success story and graduate of Harper.
- Should become a four-year degree college.
- If I did not like Harper, I would not be still attending and paying the horrendous out-of-district fees. I think Harper is wonder (in most aspects). Christmas is a bad time to send out questionnaires!
- I feel that the Counseling Department needs to be more knowledgeable, honest, and helpful with an attitude of wanting to help.
- I never received a response after dropping Advanced Accounting ACC-253 in November, 1988. I wrote on the drop sheet to please respond to the comments I made about method of teaching, but no response was made. I have heard complaints from other students who have had this instructor. I see that the same instructor will be teaching Advanced Accounting in the fall '89 semester. I would like to take this class but not with this instructor.
- It was a great place to learn - I learned much more than classroom facts and figures, too. I learned how to learn and how I wanted to pursue my goals.
- I firmly believe that Harper was a set up from Northern Illinois University and Columbia College. My educational and extra-curricular activities provided valuable experience which is now being applied in my professional career. On a scale of 1-10, Harper rates a "10".
- The fashion design skill I achieved at Harper will be fully implemented after early retirement. Currently the sketching aspect of my degree helps in job-related programs.
- I enjoyed going there - offered a wide variety of classes.
- Freedom - Harper College and perma-press clothes.
- I am involved in the graphic arts field and even as a citizen, I have noticed Harper's efforts at redesigning and improving its landscape. Much of your reconstructive work was done to accommodate the handicapped; however, I question this past spring's project of redeveloping the stairs entering the library (stairs facing north) -- also the concrete walkway between buildings A and C which were approximately one

Other General Comments about Harper College (continued)

year ago. Neither projected seemed needed, perhaps they were, however, upon completion neither seemed to add better or more convenient access, nor looked more attractive. There must be a reason why these sites were rebuilt, their reconstruction just did not seem to look like an improvement. Along the same lines, but regarding landscape sculpture, the only piece which looks like a leftover construction mess, looks old rusted and depressing. I bring this up mainly to applaud Harper's concern for appearance, but only hope that good choices be made especially regarding public money and needed aesthetic improvements vs. impractical ones.

- I think it would be beneficial to all in the nursing program to take other courses besides nursing curriculum such as computer, report writing, assertiveness. With the current changes in nursing and the demands for nurses to function in many different roles, if she/he has qualifications beyond the RN this individual will most certainly be chosen over others.
- Harper offers high quality education and a strong commitment to improving benefits to the community.
- Keep up the good work - the community is fortunate to have Harper.
- I know with a large campus it is hard to do but please pay special attention to handicap entrances of the buildings - I had leg surgery once and was unable to secure a wheelchair, so I was forced to use crutches, but I slipped and fell on the ice at one of the handicap entrances. I was not injured, but it was a painful experience. One very kind instructor (a doctor I think from "D" building area) saw what happened, helped me stand up and made sure I was OK, then made sure salt was put down and the ice removed. This is your greatest resource - your staff - please continue to take good care of them.
- Harper was a great school - I met many people and was challenged in many ways. I appreciate all that was done.
- I thought it was an excellent community college - I really think I received a quality education from Harper.
- Great range of history and psychology courses.
- Enabled me to earn the confidence I needed to compete with top students in the country - with U. of I., Northwestern, J.L. Kellogg Graduate School of Management. Thank you!
- A great school with good guidance counselors - nice clean campus.
- Make it a four-year college.
- I enjoyed attending Harper - the class that helped me most in my present career was anatomy with Mr. Thompson. To actually be able to work on cadavers was a great experience. Keep up the good work.
- I felt like I had no guidance towards further education from Harper's Guidance Dept. I had to do all my own exploring for continuing education.
- Harper prepared me to attend University of Illinois and Northwestern University Dental School. Now in practice, I still draw upon knowledge and experiences gained while in attendance at Harper.
- Average education for core classes at a reasonable cost.
- There are many positions available in the community for substance abuse counseling. However, no program is offered locally for people to obtain the necessary certification. I requested one year ago that Harper College look into this matter. As an RN/BSN, I am eager to enter this field but have been unable to complete the necessary certification.
- More knowledge of career fields by counselors. I feel students should petition for graduation one semester before graduation. As for myself, I had gone to the college for 3 years due to switching majors and upon petitioning I was told I was three hours short so had to take course over summer. A counselor told me I had everything I needed to graduate - the same thing happened to my brother two years later.
- When I left Harper I found S.I.U. to be much more difficult. I had to put much more work into my classes. I believe the classes at Harper, if they were somewhat more difficult, would be even better preparation for transfer students.
- Since my nervous breakdown, no schooling has been of real benefit.
- The State of Illinois must make a stronger commitment to higher education and that includes raising taxes. We are losing out to other states and countries.
- Harper was a wonderful experience - wish it was a four-year school.

Other General Comments about Harper College (continued)

- Send course schedules to businesses in the local Harper area - even though our business allows us to go to Harper, I do not know what classes are being offered.
- The quality and quantity of continuing education is much better at Oakton.
- Excellent school overall - perhaps becoming a four-year school so I could get a bachelor's degree.
- Should offer ways to avoid additional classes not necessary. Example - offer equivalency testing for persons in legal tech program, who have specific work related experience behind them. Instead of making them take courses which offer no new info/skills knowledge.
- I will complete the masters program in social work this June. Concurrently with school, students are required to complete 2 years of internship in the field. I do not believe that most people realize what is available through the field of social work.
- A great college - helped me find strengths and provided me with confidence to succeed.
- It is an excellent, well-run two-year community college. As such, I feel it should provide a college preparatory curriculum. Some would say it needs to serve the communities broader needs. Does Harper need to offer so many non-college credit courses and programs!
- I have located in another state - have been looking at various small, private 4-year local colleges to resume my education - specifically in the creative writing field. The two colleges I have contacted offer nothing in the field which makes me appreciate Harper and Dr. Betty Hull very much. I am planning to enroll in Indiana University this next term and possibly get a BA. I am also extremely interested in taking additional signing courses and do volunteer work with deaf children. Harper College gave me an abundance of self confidence as well as a good education. I thank you!
- I think Harper was a very good learning experience and I feel I gained knowledge in many areas.
- Harper College is a good learning facility for all age groups and perhaps increasingly so for new high school graduates as the costs for education continues to escalate.
- A very good school.
- I was disappointed. As I got my degree in air conditioning/heating I could not find job cause they all ask for 5-years of experience. I got robbed. I feel that Harper College is a good school. Since if I came a year later I would get more experience on how to fix them. I spent four years looking for the job. Gave up. Quit McDonald's and working for J.C. Penny. That is why now I cannot fix heater/air conditioner. 'Cause I just learn from book not from example. Class of '83.
- Possible financial packages.
- It is a great place to start to further your education. It helps students continue their education by making the change from high school to college easier.
- I found several part-time teachers to be ineffective as teachers.
- I feel that Harper is one of the better community colleges in the Midwest. The campus and the facility are very positive aspects of the College.
- For the money, Harper is best school around.
- I think Harper is an excellent school, serving not only the student but the entire community. Your registration process and computerized record keeping system are excellent. In fact, the most efficient I have ever seen or heard of - I truly enjoyed attending Harper College.
- I am proud to have attended such a good school. I consider myself fortunate. Although I feel that if I have taken the time out to complete this survey, the least Harper can do is provide my transcripts without the $2 charge.
- Going to Harper was a good experience for a returning student - it gave me the skills to continue to a four-year college.
- Harper College was the choice for me. It offered a tough academic program with a wide choice of classes allowing me to "sample" areas to make the best career decision. I can't praise Harper enough.
- Tell Professor Cummings in the MET Math Program - Thanks!
- Thanks for great memories and experience! You are a great College!

APPENDIX

- Survey Instrument

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
312 397-3000

This number identifies you and when we receive your completed survey enables us to remove your name from the mailing list so you will not be bothered with our second mailing or a follow-up telephone call.

Dear Former Student:

We are surveying a sample of former students of Harper College, and we would like to know what you are now doing and your evaluation of Harper.

In order for Harper properly to evaluate itself and maintain itself as a quality institution, it is essential that the College have good information on former students. Any information you supply will be kept strictly confidential among appropriate College administrators. The number on the survey enables us to take your name off the mailing list when your completed response is received. This saves us the cost of unnecessary mailings and saves you the bother of receiving a second copy of the survey in addition to a follow-up telephone call.

We greatly appreciate your response to this questionnaire. When you have completed the survey, please fold booklet with the Harper College return address on the outside, staple or tape closed, and mail.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Department of Planning and Institutional Research

PLS/88

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Department of Planning and Research
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When It Comes to Harper, **You're** the Expert

Your Expert Opinion Is Important to Harper
Please Complete and Return This Survey

Harper College Alumni Follow-Up Questionnaire

Please give a permanent address where you can always be reached.

Name_____ Social Security No._____

Address_____ Telephone No._____

This questionnaire contains the following sections:

General Status, Employment, Present Education and Evaluation of your experience at Harper.

Read the following items carefully and for each make a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

General Status

I. Major field while at Harper

____ 1. Accounting Aide
____ 2. Architecture
____ 3. Architectural Technology
____ 4. Art
____ 5. Baking
____ 6. Banking
____ 7. Biological Science
____ 8. Business
____ 9. Cardiac Exercise Technology
____10. Child Care
____11. Clerical
____12. Cooking
____13. Communications
____14. Criminal Justice
____15. Data Processing
____16. Dental Hygiene
____17. Dietetic Technician
____18. Education
____19. Electronics
____20. Engineering
____21. Fashion Design
____22. Fire Science
____23. Food Service Management
____24. Heating Service
____25. Humanities and Liberal Arts
____26. Industrial and Retail Security
____27. Interior Design
____28. Interpreter Training
____29. Journalism
____30. Legal Technology
____31. Market Mid-Management
____32. Material Management
____33. Mathematics
____34. Mechanical Drafting
____35. Mechanical Engineering
____36. Medical Laboratory Technician
____37. Medical Office Assistant
____38. Music
____39. Numerical Control
____40. Nursing/Associate Degree
____41. Nursing/Practical
____42. Operating Room Technician
____43. Park and Grounds Operating Management
____44. Physical Education and Recreation
____45. Physical Science
____46. Pre-Law
____47. Pre-Medical
____48. Psychology
____49. Other Social Science
____50. Real Estate
____51. Refrigeration and Air Conditioning
____52. Secretarial Science
____53. Supervisory and Administrative Management
____54. Other (specify)_____

II. What is your present status?

____ 1. Employed full-time but not enrolled in college.
____ 2. Employed full-time and enrolled in college part time.
____ 3. Employed full-time and enrolled in college full time.
____ 4. Enrolled in college full-time and employed part time.
____ 5. Enrolled in college full-time but not employed.
____ 6. Enrolled in college part-time and employed part time.
____ 7. Employed part-time but not enrolled in college.
____ 8. Enrolled in college part-time but not employed.
____ 9. In the Armed Forces.
____10. Unemployed and not enrolled in college but am seeking employment.
____11. A homemaker not employed nor enrolled in college.
____12. Not employed nor enrolled in college for some other reason such as illness or in transition, etc., and not seeking employment.

III. What are your present educational goals?

____1. Presently enrolled full time in a college or university.
____2. Presently enrolled part time in a college or university.
____3. Plan within the next year to return to college.
____4. Plan to return to college some day.
____5. Presently enrolled in a specific training program.
____6. Have completed educational goals.
____7. Educational plans are unknown at this point.
____8. Do not intend to seek further education or training.

IV. Which of the following situations have changed for you from the first few months *after leaving Harper* to the present? Check (✓) the appropriate column for each item.

	Has Changed	Has Remained the Same
1. Employment firm or organization (Leave blank if you have never been employed.)	____	____
2. Employment field (engineering, education, etc.) (Leave blank if you have never been employed.)	____	____
3. Military Status (Leave blank if you have not been in the military.)	____	____
4. College or university enrolled in (Leave blank if you have not attended college since leaving Harper.)	____	____
5. Major field in college such as chemistry, psychology, etc. (Leave blank if you have not attended college since leaving Harper.)	____	____
6. Unemployment status (Leave blank if you have not been unemployed.)	____	____

V. How far have you continued your education since leaving Harper?

____1. Have taken no college courses since leaving Harper.
____2. Have taken some college courses but do not have a bachelor's degree.
____3. Have achieved a bachelor's degree.
____4. Have achieved a bachelor's degree plus some graduate courses.
____5. Have achieved a master's degree.
____6. Have achieved a professional degree.
____7. Have achieved a doctorate.

VI. Did you graduate from Harper? (Mark any degree earned)

____1. Yes, with AA degree
____2. Yes, with AS degree
____3. Yes, with AAS degree
____4. Yes, with certificate
____5. No
____6. Other_____

VII. If you did not receive a degree from Harper, indicate why you did not.

____ 1. Financial problems
____ 2. Have moved
____ 3. Family responsibilities
____ 4. Job demand
____ 5. New job opportunity
____ 6. Personal problems
____ 7. Saw no relationship between the courses and my personal, occupational or educational goals
____ 8. Illness or accident
____ 9. Had taken all courses originally wanted to take
____10. Harper offered no further courses I wanted
____11. Educational goals were not defined
____12. Transferred to another college
____13. Had no interest in obtaining an associate degree
____14. Instructor(s) were ineffective
____15. Still attending Harper College
____16. Marriage
____17. Became frustrated with program
____18. Transportation problems
____19. Was not challenged
____20. Other (specify)_____

Employment

If you are employed full-time or part-time, please answer the following items:

VIII. Name and Address of Employer (or self, if self-employed)_____

Job Title_____

IX. Are you self-employed?

____1. Yes — full-time
____2. Yes — part-time
____3. No

X. How would you classify your present occupation?

____ 1. Social or Religious
____ 2. Educational
____ 3. Legal, Governmental or Political
____ 4. Sales
____ 5. Business or Finance
____ 6. Scientific
____ 7. Engineering/Related Technology
____ 8. Retail Store Sales
____ 9. Unskilled Labor/Custodial
____10. Computer Field
____11. Police/Fire/Security
____12. Communication or Entertainment
____13. Medical Fields
____14. Arts or Humanities
____15. Trades
____16. Factory Semi-Skilled
____17. Office or Clerical
____18. Food Service and Lodging
____19. Transportation
____20. Agricultural or Environmental
____21. Other (specify)_____

XI. Which of the following items best describes your employment status?

____1. Unskilled labor
____2. Semi-skilled labor
____3. Technician, skilled labor or foreman
____4. Beginning professional
____5. Experienced professional or second-line supervision
____6. Scientist, researcher or upper middle management
____7. Vice president level or higher

XII. How related is your present job to your major field and what you prepared for at Harper?

____1. They are identical.
____2. They are closely related.
____3. They are somewhat related.
____4. They are not related.

XIII. Where is your job located?

____1. Downtown Chicago
____2. Outer fringes of Chicago city limits
____3. Northwestern suburban area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Mt. Prospect, Prospect Heights, Wheeling, Buffalo Grove, Elk Grove)
____4. Other Chicago area suburbs
____5. Within 40 to 100 miles of Chicago
____6. In Illinois more than 100 miles from Chicago
____7. Outside of Illinois (specify)

XIV. What is your full-time annual salary range? If you are employed part-time, please circle your hourly rate of pay.

____ 1. Under $7,000 per year or $3.36 per hour
____ 2. $ 7,000-$ 8,999 per year or $ 3.37-$ 4.32 per hour
____ 3. $ 9,000-$ 9,999 per year or $ 4.33-$ 4.80 per hour
____ 4. $10,000-$11,999 per year or $ 4.81-$ 5.76 per hour
____ 5. $12,000-$14,999 per year or $ 5.77-$ 7.20 per hour
____ 6. $15,000-$19,999 per year or $ 7.21-$ 9.61 per hour
____ 7. $20,000-$24,999 per year or $ 9.62-$12.02 per hour
____ 8. $25,000-$29,999 per year or $12.03-$14.42 per hour
____ 9. $30,000-$34,999 per year or $14.43-$16.83 per hour
____10. $35,000-$39,999 per year or $16.84-$19.23 per hour
____11. $40,000-$49,999 per year or $19.24-$24.03 per hour
____12. $50,000-$59,999 per year or $24.04-$28.84 per hour
____13. $60,000-$69,999 per year or $28.85-$33.65 per hour
____14. $70,000 per year and over or $33.66 per hour

XV. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper Helped Me Considerably	Harper Helped Me Somewhat	Harper Did Not Help Me at All
1. Specific Job Knowledge	____	____	____
2. Technical Job Skills	____	____	____
3. Written Communication Skills	____	____	____
4. Verbal Communication Skills	____	____	____
5. Person-to-Person Communication Skills	____	____	____
6. Managerial Skills	____	____	____
7. Maturity and Self-Confidence	____	____	____
8. Job Search Skills	____	____	____
9. Other (specify)_____	____	____	____

XVI. To what extent do you manage or supervise the work of other people?

____1. I supervise or manage the work of over 20 people.
____2. I supervise or manage the work of 11-20 people.
____3. I supervise or manage the work of 5-10 people.
____4. I supervise or manage the work of 1-4 people.
____5. Occasionally I am a team leader or supervise some people.
____6. I never supervise or manage the work of others.

Education

If you are presently enrolled or have ever been enrolled in a college or university since leaving Harper, please answer the following seven questions about your present college or the last college attended. Otherwise, skip directly to Item XXIV.

XVII. Which college or university?

____ 1. Northern Illinois
____ 2. University of Ill., Chicago
____ 3. University of Ill., Champaign
____ 4. Western Illinois
____ 5. Southern Illinois
____ 6. Harper College
____ 7. Bradley
____ 8. Ill. Institute of Technology
____ 9. Illinois State
____10. Loyola
____11. Roosevelt
____12. Northeastern Illinois
____13. DePaul
____14. Eastern Illinois
____15. University of Wisc., Madison
____16. Other (specify)_____

XVIII. Which of the following best describes your status?

____1. Freshman
____2. Sophomore
____3. Junior
____4. Senior
____5. Graduate School
____6. Professional School
____7. Other (specify)_____

XIX. What is (was) your major field?

____ 1. Agriculture and Conservation
____ 2. Architecture
____ 3. Art
____ 4. Biological Science
____ 5. Business
____ 6. Education
____ 7. Engineering and Technologies
____ 8. English/Literature/Speech
____ 9. Home Economics
____10. Humanities and Liberal Arts
____11. Language
____12. Law
____13. Mathematics
____14. Medical Field
____15. Music
____16. Physical Education and Recreation
____17. Physical Science
____18. Psychology
____19. Other Social Science
____20. Journalism
____21. Computer Science
____22. Food Service
____23. Undecided
____24. Other (specify)_____

XX. How related is (was) your present major to your major at Harper?

____1. They are identical.
____2. They are closely related.
____3. They are somewhat related.
____4. They are not related.

XXI. What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best guess you can.

____1. 0-20 percent
____2. 20-40 percent
____3. 40-60 percent
____4. 60-80 percent
____5. 80-90 percent
____6. All but 2 or 3 courses
____7. All but one course
____8. Transferred all courses

XXII. What was your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✔) the closest GPA.

A –	____4.0	____3.8	____3.6	____3.4	____3.2
B –	____3.0	____2.8	____2.6	____2.4	____2.2
C –	____2.0	____1.8	____1.6	____1.4	____1.2
D –	____1.0	____Less than 1.0			

At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe_____

_____

XXIII. How much did it cost you (or your family) per year for you to attend your present college? Include tuition, books, room and board, and personal expenses. Check (✔) one.

____1. Less than $500
____2. $ 500-$1,000
____3. $1,000-$1,500
____4. $1,500-$2,000
____5. $2,000-$2,500
____6. $2,500-$3,000
____7. $3,000-$4,000
____8. $4,000-$5,000
____ 9. $ 5,000-$ 6,000
____10. $ 6,000-$ 7,000
____11. $ 7,000-$ 8,000
____12. $ 8,000-$10,000
____13. $10,000-$12,000
____14. $12,000-$15,000
____15. Over $15,000

Evaluation Items

XXIV. Please note the following aspects of college as you knew them while at Harper College. Rate Harper and the last college attended (if any) as follows:

1 – Excellent
2 – Very Good
3 – Average
4 – Borderline Effectiveness
5 – Poor or Ineffective
6 – No Basis for Rating the Aspect

Harper	College now attending or last college attended since leaving Harper (if any)	
A. ____	____	Teaching Faculty
B. ____	____	Course Selection
C. ____	____	Admissions Program
D. ____	____	Records and Registration
E. ____	____	Student Activities (lectures, concerts, films, clubs, social events, student government, publications, game area)
F. ____	____	Personal Counseling with Counselors
G. ____	____	Illinois Job Service
H. ____	____	Financial Aid
I. ____	____	Health Service
J. ____	____	Intercollegiate Athletics
K. ____	____	Food Service
L. ____	____	Intramurals
M. ____	____	Learning Resources Center/Media and Library
N. ____	____	Learning Atmosphere
O. ____	____	Other Students
P. ____	____	Veterans Office
Q. ____	____	Tutor Services or Study Skills Improvement Courses
R. ____	____	Women's Program
S. ____	____	Remedial/Developmental Courses
T. ____	____	Hearing Impaired Services
U. ____	____	Disabled/Handicapped Services
V. ____	____	Human Potential Course
W. ____	____	Laboratories
X. ____	____	Career Planning with Counselors
Y. ____	____	Workshops or special programs sponsored by Student Development

XXV. Which courses taken at Harper have been of **most** benefit to you on the job, in college, or in the community? Check (✔) all those that apply.

____ 1. Accounting
____ 2. Anthropology
____ 3. Architecture
____ 4. Art
____ 5. Baking
____ 6. Banking
____ 7. Biology
____ 8. Career Planning and Development
____ 9. Chemistry
____ 10. Child Development
____ 11. Clerical
____ 12. College Survival Skills
____ 13. Cooking
____ 14. Criminal Justice
____ 15. Data Processing
____ 16. Dental Hygiene
____ 17. Dietetic Technician
____ 18. Economics
____ 19. Electronics
____ 20. Education
____ 21. English
____ 22. Fashion Design
____ 23. Fire Science
____ 24. Food Service
____ 25. Foreign Language
____ 26. General Business
____ 27. Heating Service
____ 28. History
____ 29. Human Potential Seminar
____ 30. Industrial and Retail Security
____ 31. Interior Design
____ 32. Journalism
____ 33. Legal Secretary
____ 34. Legal Technology
____ 35. Management
____ 36. Marketing
____ 37. Material Management
____ 38. Mathematics
____ 39. Mechanical Engineering
____ 40. Mechanical Drafting
____ 41. Medical Lab Technician
____ 42. Medical Office Assistant
____ 43. Music
____ 44. Municipal and Government Management
____ 45. Nursing
____ 46. Operating Room Technician
____ 47. Park and Grounds Management
____ 48. Philosophy and Humanities
____ 49. Physical Education
____ 50. Physical Science
____ 51. Physics
____ 52. Political Science
____ 53. Psychology
____ 54. Real Estate
____ 55. Refrigeration and Air Conditioning
____ 56. Remedial/Developmental
____ 57. Secretarial Science
____ 58. Sociology
____ 59. Speech
____ 60. Word Processing

XXVI. Which courses taken at Harper have been of **least** benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

___ 1. Accounting
___ 2. Anthropology
___ 3. Architecture
___ 4. Art
___ 5. Baking
___ 6. Banking
___ 7. Biology
___ 8. Career Planning and Development
___ 9. Chemistry
___ 10. Child Development
___ 11. Clerical
___ 12. College Survival Skills
___ 13. Cooking
___ 14. Criminal Justice
___ 15. Data Processing
___ 16. Dental Hygiene
___ 17. Dietetic Technician
___ 18. Economics
___ 19. Electronics
___ 20. Education
___ 21. English
___ 22. Fashion Design
___ 23. Fire Science
___ 24. Food Service
___ 25. Foreign Language
___ 26. General Business
___ 27. Heating Service
___ 28. History
___ 29. Human Potential Seminar
___ 30. Industrial and Retail Security
___ 31. Interior Design
___ 32. Journalism
___ 33. Legal Secretary
___ 34. Legal Technology
___ 35. Management
___ 36. Marketing
___ 37. Material Management
___ 38. Mathematics
___ 39. Mechanical Engineering
___ 40. Mechanical Drafting
___ 41. Medical Lab Technician
___ 42. Medical Office Assistant
___ 43. Music
___ 44. Municipal and Government Management
___ 45. Nursing
___ 46. Operating Room Technician
___ 47. Park and Grounds Management
___ 48. Philosophy and Humanities
___ 49. Physical Education
___ 50. Physical Science
___ 51. Physics
___ 52. Political Science
___ 53. Psychology
___ 54. Real Estate
___ 55. Refrigeration and Air Conditioning
___ 56. Remedial/Developmental
___ 57. Secretarial Science
___ 58. Sociology
___ 59. Speech
___ 60. Word Processing

XXVII. Are there courses which, had they been included in your curriculum, would have benefited you now in your job, in college or in your community?

_____
_____
_____

XXVIII. Describe what you personally gained most from your experiences at Harper College._____

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XXIX. Are there ways Harper can be of help to you and its other former students? If so, check (✓) the following programs which would help you.

___ 1. Access to the Learning Resource Center services. Indicate if you have specific services in mind._____
_____

___ 2. Special package rates for using the new physical education and athletic facility, Building M. Mention any specific facilities in the building you would like to use._____
_____

___ 3. Access to using other facilities on campus. Describe any specific facilities you have in mind._____
_____

___ 4. Mailing list for athletic events.
___ 5. Mailing list for cultural arts events.
___ 6. Course schedule mailing list.
___ 7. Other mailing lists (specify)_____
___ 8. Would like to see newsletter developed for alumni.
___ 9 Would like to take specific courses or seminars at Harper (specify)_____
_____
_____

___10. Other ways in which Harper could help me (specify)_____
_____
_____
_____
_____
_____

XXX. As you know, Harper College and other educational institutions are facing severe financial constraints and will need considerable help to maintain educational quality. Since Harper was of value to you, perhaps you would be willing to help Harper in specific ways. If so, check (*) the ways in which you would be able and willing to aid Harper College.

____ 1. Lend your name as a success story for use by the College in advertising and promotion campaigns.
____ 2. Serve on advisory committees for academic programs or for institutional concerns.
____ 3. Talk to students about your career, either on campus or at your place of business.
____ 4. Host students at your business for a day.
____ 5. Provide an internship or lab opportunity for current Harper students at your business.
____ 6. Make a presentation in a class at Harper on your business or your career.
____ 7. Provide short-term professional employment opportunities for faculty in a summer or an academic year leave of absence program.
____ 8. Volunteer for tutoring or helping handicapped students on campus.
____ 9. Join a Harper alumni club related specifically to your career field.
____10. Join Harper's athletic boosters club.
____11. Provide contacts for Harper to secure equipment at no cost or at reduced cost. Describe type of equipment._____
_____
____12. Provide contacts for employment opportunities for Harper graduates. Specify type of employment opportunities available._____
_____
_____
____13. Provide business or professional advertising for a Harper newsletter if it were developed.
____14. Make referendum contacts if Harper College were to schedule another referendum.
____15. Help solicit funds from business and industry for the Harper College Educational Foundation for specific educational projects at Harper.
____16. If Harper College were to initiate an alumni giving program, would you personally make a donation toward this fund? If so, what specific educational project at Harper would you like to see supported by such a fund? (Specify)
_____
_____
_____
____17. Other ways in which you could aid Harper College (specify)_____
_____
_____

XXXI. Make any other comments you wish to make concerning Harper College._____
_____
_____
_____
_____

Thank you for participating in this survey. When you have completed all questions, please refold this form with the Harper College address panel on the outside, tape or staple together, and drop form in the mail.

OPERATIONAL STAFF:

Secretary: Janice A. Cook
Mailing, Telephoning: Karla Hill
Tabulation: Linda Goers
Rebecca Korbecki
Jody Breimon
Josefina Campos-Rivera
Kathleen Lacey

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067

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